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ABSTRACT

This study records the historical background and investigates the value of the leadership course as perceived by former members of the course. The leadership course was initiated as an attempt to improve the quality of leadership at the school level, thereby improving educational opportunities for provincial students. The study report contents (1) examine the need for inservice leadership education; (2) provide a history and development of the leadership course; (3) discuss the value of the leadership course to participants and school systems; and (4) comment on the strengths and weaknesses of the purposes, organization, and activities of the leadership course. A related document, EA 004 488, describes the 1971 leadership course. (Photographs may reproduce poorly.) (Author/JF)

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THE ALBERTA LEADERSHIP COURSE FOR SCHOOL PRINCIPALS

-- A History and an Evaluation --

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THE POLICY COMMITTEE
ALBERTA LEADERSHIP COURSE FOR SCHOOL PRINCIPALS

and

THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION
THE UNIVERSITY OF ALBERTA
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PREFACE

Neither the study of educational administration nor its practice should take place in a manner which largely ignores the other. The consideration of concepts and ideas for their own sake is an incomplete approach to the improvement of practice which, in turn, cannot develop effectively on a pragmatic basis only. It is important, therefore, that persons in the university and others in the field create occasions upon which they meet to discuss the common concerns of their profession.

The Alberta Leadership Course for School Principals has been such an occasion. Its benefits have been substantial for all parties involved. Its sponsors and its participants may take much satisfaction from their contributions to the Course which has become an educational landmark in Alberta.

The Department of Educational Administration is proud to have been associated with the event. It offers its thanks to Dr. J.J. Bergen for creating this record of the Course's operation and success.

G. L. Mowat
Chairman
Department of Educational
Administration

ACKNOWLEDGEMENT

Two concerns eventually led to the writing of this story. Particularly at the time of the annual opening exercises, queries were being made regarding some of the early history of the Leadership Course. It was becoming increasingly difficult to locate such information. Dr. G.L. Mowat, Chairman of the Department of Educational Administration, suggested that the history ought to be recorded, and that it seemed appropriate to involve a graduate student in such a study.

The second concern was one which was raised in meetings of the Policy Committee. For two or three consecutive sessions, Course registration had been below average and the operation of the program appeared to be depleting built-up reserves. Therefore, the question naturally arose as to whether the need was being met by extensive residence, summer, and evening course programs within departments of educational administration, and by in-service events such as those sponsored by the Council on School Administration of The Alberta Teachers' Association.

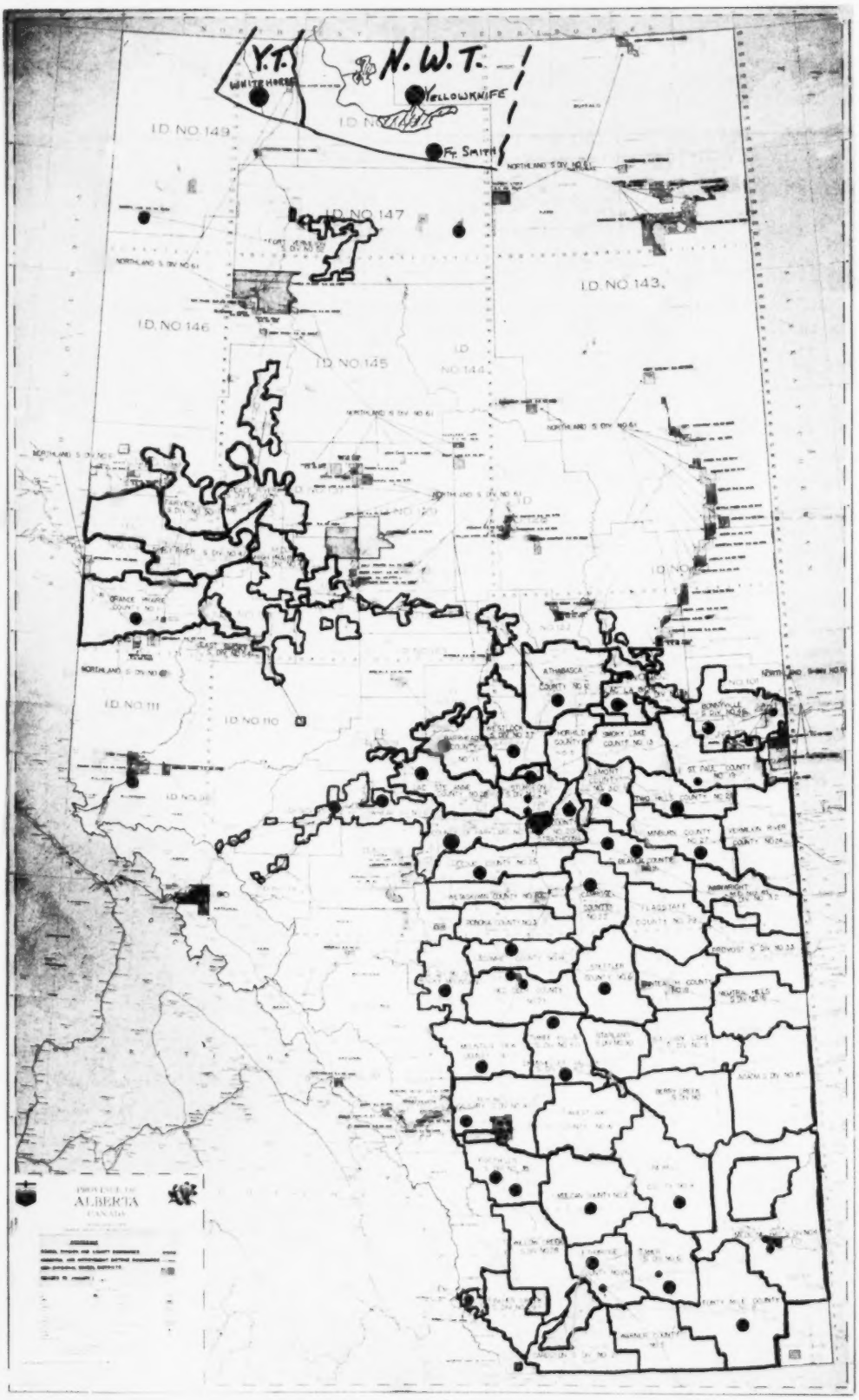
Consequently, it seemed expedient to ascertain what value the Course was thought to have, not only for those who attended the sessions, but also for the school systems which paid the fees for the individuals they sponsored.

The writer assumed the task of investigating both the historical background and the perceived value of the Course. Mr. George Mackenzie joined the project as research assistant. Mackenzie assisted in the examination of files, and contacted a number of individuals by mail or in person. Furthermore, a survey was made of those who, in recent years, had been members of the Leadership Course, as well as a survey of superintendents and school board chairmen who had sponsored participants. The writer is much indebted to the contribution of *George Andrew Mackenzie*, whose thesis, *History and Evaluation of the Alberta Leadership Course for School Principals*, earned him the degree of Master of Education in 1971. Subsequently, the task of writing this monograph was undertaken.

The study itself received the support of the Policy Committee, which subsequently approved funds for the duplication and distribution of this monograph.

Finally, appreciation is expressed to our colleagues, who responded -- the "graduates" of the summer sessions, the superintendents, the board chairmen, and many other individuals -- and thereby made possible a review of the Leadership Course for School Principals which was first introduced in 1956.

John J. Bergen



5 DOTS INDICATE ORIGIN OF THE 61 PARTICIPANTS FOR THE 19[illegible] COURSE

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CHAPTER I

INTRODUCTION

THE ALBERTA LEADERSHIP COURSE

The first Alberta Leadership Course for School Principals was held in Edmonton during the summer of 1956. Since then, the Course has been held annually. By the end of the sixteenth annual course in 1971, about nine hundred and seventy individuals had attended.

The Leadership Course was initiated as an attempt to improve quality of leadership at the school level and, thereby, to improve educational opportunities for students in the classrooms of the province. This same broad objective has characterized the Course throughout the years of its operation.

The following organizations have been involved in sponsoring the Leadership Course: the Alberta School Trustees' Association; the Alberta Teachers' Association; the Alberta Department of Education; the Faculty of Education at the University of Alberta; and, the Alberta School Superintendents' and Inspectors' Association. The last named association has been dissolved, and in its place sponsorship is continuing since 1971 by its succeeding organizations--the Alberta Association of Consultants in Education, and the Conference of Alberta School Superintendents.

The Leadership Course has been only one of the ways in which school administrators in Alberta have been informed on developments in educational administration. Since its formation in 1956, the Department of Educational Administration at the University of Alberta, through its graduate and diploma programs, has prepared students for administrative positions and increased the administrative potential of others who interrupted their employment in order to pursue studies in educational administration. More recently, this task was assumed also by the Department of Educational Administration at the University of Calgary. In-service training has been provided through numerous seminars and conferences organized by the Council on School Administration of the Alberta Teachers' Association, and also by individual school systems.

It is assumed that pre-service and in-service programs for school administrators are of value. An objective and

conclusive assessment is not an easy matter. However, at least some satisfaction may be achieved by making an evaluation based on the gain or value of programs as perceived by individuals.

In addition to recording the major outline of the history and development of the Leadership Course for School Principals, an attempt was made to secure answers to the following questions:

1. What was the value of the Leadership Course to those individuals who attended as participants during the period 1966-1970?

2. What was the value of the Leadership Course to the school systems from which the participants came?

3. What have been the strengths and weaknesses of the purposes, organization, and activities of the Leadership Course?

THE NEED FOR IN-SERVICE EDUCATION

The American Association of School Administrators (1963:32) claimed that "Public education is not now, nor is it ever likely to be much better than its leadership." If this statement is true, then the importance of developing high quality school administrators is obvious. One way in which this may be achieved is through the improvement of preparatory programs for administrators. However, many practicing school administrators have no pre-service training in educational administration. As Reeves (1967:174) stated, these administrators have ". . . a compelling need for something more substantial than that which can be gained by personal experience alone."

The limitations inherent in pre-service programs, according to Gathercole (1962:9), necessitate in-service activities. He felt that pre-service programs provide only academic familiarity with the profession, and that it is not until a person has actually practiced administration that he becomes aware of the problems.

In-service education is necessitated also by new developments. Social and technological changes in society force changes in schools. Paralleling the increased complexity of the administrative task has been an increase in the knowledge

and skills available to the administrator. One of the goals of in-service activities is to keep the practitioner abreast of new knowledge in his field.

Further, the importance and need for continuous in-service education was indicated by Schmuck (1968:143) who drew attention to the gap existing between theory and research in administration and the actual practice of administration in the schools. Despite the abundance of available research knowledge, little of it has influenced the practices in schools. Schmuck felt that in order to bridge this gap, collaborative participation in cooperative activities is necessary between the theorists and the practitioners in the schools.

IN-SERVICE EDUCATION PROGRAMS

The American Association of School Administrators (1963:79-105) published the results of a national survey on the state of in-service education for school administrators in the United States. A wide variety of programs were existent, ranging from highly structured and concentrated seminars to informal evening meetings of administrators. A variety of groups were involved in the sponsorship and organization of these activities, ranging from institutes of higher education to local school boards. Nevertheless, only a relatively small number of school systems was being reached by these activities.

Howsam (1966:12-17) reported the results of a similar survey by the University Council for Educational Administration. Though a considerable variety in the type and format of programs was found, the most common activities were conferences, workshops, and seminars. Howsam observed that the overall picture was one of ". . . sporadic activities conducted in rather traditional patterns."

The W.K. Kellogg Foundation (1962:24-43) survey of in-service education for school administrators broke the large number of activities down into the following categories: university sponsored activities; state-wide cooperatively sponsored activities; cooperative field studies; and, in-service publications for school administrators.

The National Association of Secondary School Principals (1970:7) introduced the Administrative Internship Project in 1963. In this program, carefully selected promising administrators were placed in selected schools under the guidance of

innovative principals. By 1969, more than four hundred interns were involved in this program.

Co-Sponsored Courses

The annual Canadian Education Association Short Course, held at Banff, Alberta, each spring, which is sponsored by the Canadian Education Association in conjunction with the Faculty of Education at the University of Alberta, attracts school inspectors and superintendents from all across Canada. The Short Course attempts to provide the opportunity for educational administrators to explore problems in administration, and to provide for intercommunication of ideas among the participants. Lectures, group sessions, and opportunity for individual consultation are the major activities of the Course. Many of the provincial leadership courses have been patterned after the Canadian Education Association Short Course.

The Western Canada Educational Administrators' Conference is held at Banff, Alberta, in October. This two-day conference was initiated in 1969 by the Council on School Administration of the Alberta Teachers' Association. School administrators from western Canada attend lectures and group discussions in order to study topics of current interest to school administrators. Though the conference is an activity of the Alberta Teachers' Association, representatives from the Department of Education, universities, and school boards are invited to be members of the program planning committee.

Short courses or workshop conferences for principals, similar to the Alberta Leadership Course, have been co-sponsored in various provinces by teacher, trustee, and school superintendent organizations, provincial departments of education, and university departments. In British Columbia a two-week course has been held every second year since it was introduced in 1958. A one-week course has been held annually in Saskatchewan since 1957. Since 1966 an annual one-week course is offered in Manitoba; an earlier course was conducted by the Manitoba Teachers' Society as early as 1958. The Quebec Association of Protestant School Administrators has held an annual one-week summer workshop since 1956. A large number of co-sponsored courses, similar to the Alberta Leadership Course, have been held across the United States.

University Sponsored Courses

One Canadian and one American example of University sponsored in-service courses for school administrators follow.

The Department of Educational Administration at the University of Alberta annually has conducted the Banff Regional Conference in April. School superintendents from western Canada are invited to attend this three-day conference. Through lectures and group discussion, this conference attempts to produce closer liaison between practicing superintendents and professors of educational administration.

The Department of Educational Administration at Teachers College, Columbia University, initiated a Superintendents' Work Conference about 1950. As well, an Elementary and Secondary School Principals' Work Conference has been held in recent years. In both conferences, lectures, group discussions, panels, films, and tours are provided in order to provide information on recent developments in the field of school administration.

Department of Education Sponsored Courses

The Ontario example is of interest. The Ontario Department of Education Principals' Course is of four weeks' duration, and is held at various universities in Ontario each summer. In 1970, a total of 240 persons participated in the Course, which was held at six centres at the same time. The Course is divided into three sections, one predominantly for elementary personnel, and the other two for secondary administrators. Some of the lectures and other activities are common to each of the three sections. However, for part of the Course period, the program is adapted according to the specific need and interest of each section. Each of the four weeks of the Course is given a different theme, around which the Course activities are centered. Upon completion of the Ontario Principals' Course, each participant is granted an Interim Principal's Certificate which is made permanent upon the completion of further study or experience in the field of educational administration.

SUMMARY

In-service activities for school administrators are considered necessary and important. Due to deficiencies in pre-service programs, the lack of pre-service preparation of many practicing administrators, new developments in educational administration, and to a gap between theory and practice, in-service activities for administrators are deemed necessary.

The present state of in-service education for school administrators is characterized by a variety of activities. The most common of these are conferences, workshops, seminars, and short courses. Co-sponsored courses, similar to the Alberta Leadership Course, are held also in British Columbia, Saskatchewan, Manitoba, Quebec, and in various centres in the United States. In some instances, universities have provided the sole sponsorship for in-service courses. Also, provincial and state Departments of Education have conducted courses for school administrators, such as the Ontario course for principals. The Western Canada Educational Administrators' Conference, a relatively new venture, has attracted hundreds of administrators from the western provinces and some from the eastern provinces as well. Finally, the Canadian Education Association Short Course has attracted educators on a national basis.

The story of the Alberta Leadership Course for School Principals illustrates one attempt to meet the need of prospective and practicing administrators at the school level.

CHAPTER II

HISTORY AND DEVELOPMENT OF THE LEADERSHIP COURSE

COURSE INCEPTION

Certain educational developments in Alberta were related to the inception of the Leadership Course. The centralization of small school districts into larger divisions and counties had resulted in larger schools with more complex administrative problems for principals. Despite the fact that the principal's role had become more complex, few principals had specialized administrative training. The Division* of Educational Administration at the University of Alberta was founded in 1956. Only limited numbers of principals could take advantage of the available programs during the early years of the Division's growth. Consequently, superintendents, trustees, principals, and Department of Education personnel realized that a short term training program for principals was expedient.

The initial proposal that a brief leadership course for school principals should be held in Alberta was made to the Provincial Advisory Committee of the Canadian Education Association by Alberta superintendents who attended the 1955 Canadian Education Association Short Course. This Advisory Committee, headed by T.C. Byrne, formed a subcommittee in July, 1955, to discuss the feasibility of such a course for the province. According to the minutes of a meeting held on September 12, 1955, the following persons were on the subcommittee: J.C. Jonason, superintendent of schools; H.T. Sparby, representing the Faculty of Education at the University of Alberta; L. Kunelius, representing the A.S.T.A.**; T.C. Byrne, representing the provincial Department of Education; and F. Tarlton, representing the A.T.A.***

The subcommittee made several recommendations. It suggested that a three-week course be held in July, 1956, as part of the University summer session, with participation limited to about seventy school principals. The participants were to be selected and financed by their local school boards.

---

* "Department" since 1963.
** Alberta School Trustees' Association.
*** Alberta Teachers' Association.

Finally, it recommended that a policy committee be established comprising representatives of teachers, trustees, superintendents, the University of Alberta, and the Department of Education.

These recommendations were then submitted to the Provincial Advisory Committee of the Canadian Education Association. A memorandum from W.H. Swift, Deputy Minister of Education, to W.E. Frame, Chief Superintendent of Schools, on December 7, 1955, stated that the Advisory Committee had approved the basic plan which had been submitted by the subcommittee. Furthermore, this memorandum indicated that the Canadian Education Association executive had approved a one thousand dollar grant for the course, and that the Board of Governors of the University of Alberta had appointed W.H. Worth, assistant professor in the Division of Elementary Education at the University of Alberta, as Course Director.

The first meeting of the Policy Committee of the Alberta Leadership Course was held on December 19, 1955. According to the minutes of this initial meeting, the following persons were present: H.S. Baker, representing the University of Alberta; T.C. Byrne, representing the provincial Department of Education; R. Hennig, from the A.S.T.A.; G.L. Mowat, representing the A.S.S.I.A.*; and F. Tarlton, from the A.T.A. Acting in an advisory capacity were A.G. Andrews, from the A.S.T.A.; E.C. Ansley, from the A.T.A.; and H.T. Coutts and J.W. Gilles, from the University of Alberta. W.H. Worth, Course director, was also in attendance.

At this initial meeting, the plans for the 1956 Leadership Course were formulated. The Policy Committee decided that the first Course would be held at Concordia College, Edmonton, from July 9 to July 27, 1956. The cost of 180 dollars per participant would be borne by the participants' school boards. W.H. Worth was to determine and organize the activities of the 1956 Course.

On the basis of these initial plans, the Alberta Leadership Course became a reality in the summer of 1956 Since then, the Course has been held annually, with purposes, activities, and organization very similar to those established for the initial Course.

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* Alberta School Superintendents' and Inspectors' Association.

THE 1957 LEADERSHIP COURSE FOR SCHOOL PRINCIPALS

Dr. A. W. Reeves (department head), front row centre; Dr. W.H. Worth (first director), front row far left.

PURPOSES, ORGANIZATION, AND ACTIVITIES OF THE LEADERSHIP COURSE

The purposes, organization, and activities of the Leadership Course have remained nearly the same since the inception of the Course.

Course Purposes

The initial purposes of the Leadership Course were stated as follows:

> The Course was developed in an effort to improve the quality of leadership at the school level and, consequently, to improve educational opportunities for the boys and girls in the classrooms of the Province. It was intended to serve four purposes:
>
> 1. To provide an opportunity for further exploration of problems in educational administration and supervision of concern to members of the Course;
>
> 2. To provide an opportunity for individual members to form plans for later local action;
>
> 3. To provide members with an opportunity of gaining further understanding of leadership philosophies and techniques, including group process, evaluation, and communication;
>
> 4. To stimulate the intercommunication of educational ideas and practices between various schools and administrative areas, thereby contributing to mutual understanding and appreciation of educational developments. (Worth, 1956)

The Course purposes remained the same until 1962, when slight modifications were made. The specific purposes of the Leadership Course in 1962 were as follows:

> 1. To provide the opportunity for principals to become better informed of emerging trends in the organization and administration of education at the school level;
>
> 2. To provide the setting for intercommunication of educational ideas and leadership practices;

3. To provide an opportunity for the cooperative solution of problems peculiar to the principalship;

4. To provide an opportunity for individuals to obtain assistance and advice regarding their own unique problems and form plans for later local action. (Policy Committee, 1962)

Except for minor changes in wording, the first three purposes listed above have been reiterated for every Course. However, the fourth purpose has not been included in the stated purposes since 1966.

Course Activities

The activities of the Leadership Course have included lectures, general and group sessions, problem area workshops, simulation exercises, individual study, and special activities.

The lecture series has been an integral aspect of the morning sessions. Professors in the field of education and related disciplines and experienced practicing administrators have provided lectures on a variety of topics during the lecture series. Following the lectures, the Course participants have been broken into small groups to discuss the lecture. A consultant, a member of the Course leadership team, has worked with each group. His function has been to stimulate the discussions and provide additional information as required. Also, Course participants have served as chairmen or co-ordinators, and as recorders for group sessions.

The final activity of the morning program of the Course usually has been a general session. In this session, participants have been given the opportunity to pose problems or questions to the lecturer, or to comment on his topic.

The afternoon sessions of the Course have consisted of a variety of activities. The most common of these has been the discussion of problem areas in group sessions. Generally, participants have remained in the same groups for both the morning and afternoon group sessions. Discussions in the problem area sessions have focused on the interests of the Course participants who had been assigned to groups on the basis of their concerns as expressed in a pre-course questionnaire. However, at times it was found to be expedient to group participants according to the size and type of school from which they came.

An afternoon activity of the Leadership Course which has been used every year since 1963 is the "in-basket" simulation exercise. This activity has provided the Course participants with an opportunity to become involved in simulated decision-making situations.

For many of the years individual study and consultation was included among the Course activities. Time was provided during the afternoon sessions in which the Course participants could read the material provided in a Course library, or discuss their own problems with the leadership team.

Special activities of various kinds have been an annual feature of the Leadership Course. Film presentations and visits to a variety of educational institutions have been part of the Course in most years. A Course banquet has been an annual event.

Many of the special activities have been co-ordinated and organized by a steering committee, a group composed of an elected member of each problem area group with the assistant Course director as chairman.

In summary, the activities of the Leadership Course have ranged from formal lectures to informal social gatherings. A wide variety of activities, requiring varying degrees of participation, have been tried in an attempt to achieve the purpose of the Course.

Course Organization

The basic organization of the Leadership Course has been altered very little during the years of its operation.

Personnel. The Policy Committee of the Leadership Course has the responsibility for establishing policy guidelines for the Course. The Policy Committee has consisted of representatives of the following organizations or agencies: the A.T.A, the A.S.T.A, the University of Alberta Faculty of Education, the provincial Department of Education, and the A.S.S.I.A. By 1971 representation from the A.S.S.I.A., which was dissolved, was succeeded by representation from two new organizations, the Conference of Alberta School Superintendents (C.A.S.S.), and the Alberta Association of Consultants in Education (A.S.C.E.). Since 1963, the Council on School Administration has been represented as well. A central office person from the A.S.T.A., the Dean of the Faculty of Education, and the

CONCORDIA COLLEGE
Site of Leadership Course, 1956 - 1968

ALBERTA SCHOOL FOR THE DEAF
Site of Leadership Course since 1970

Summer Session Director have been on the Policy Committee in an advisory capacity.

The Department of Education representative has chaired the Policy Committee in all years except in 1956, when the Committee was under shared chairmanship. The Course director has acted as secretary for the Policy Committee.

Table I provides a list of Course directors and assistants from 1956 to 1972. The 1972 Course is under the direction of L.R. Gue of the Department of Educational Administration. Assisting him is K.L. Ward as associate director and E.R. Daniels.

A complete list of members of the Policy Committee throughout the years is provided in Table II. The individuals who served in an advisory capacity are not shown. H.T. Coutts, Dean of the Faculty of Education at the University of Alberta, and T.C. Weidenhamer, Secretary of the A.S.T.A., have served in an advisory capacity every year in which the Course has operated. J.W. Gilles, for many years, Director of the University of Alberta Summer Session, also served in an advisory capacity every year until 1969, when he was succeeded by S.C.T. Clarke. Other persons who served in an advisory capacity included E.C. Ansley from 1956 to 1958, and A.G. Andrews in 1956.

The administration of the Course has been the responsibility of the Course director. In 1959, the position of assistant director was created. The director and his assistant plan the Course activities, correspond with school systems, and guide the leadership team during the operation of the Course. The director plans the Course budget which is approved by the Policy Committee. The University acts as "banker" for the Course through a trust account.

The leadership team comprises the director, the assistant, and the consultants. The consultants are selected by the sponsoring organizations in consultation with the Course director. Prior to 1969, the Vice-President of the University formally approved the appointments of assistant director, consultants, and lecturers. Since then, the Course director has assumed the responsibility of selecting and appointing his staff within the guidelines approved by the Policy Committee.

Other organization details. The Leadership Course has generally been of two weeks' duration. In 1956 the Course was three weeks long, and in 1957 it was shortened to two and a half weeks. As the interest of participants appeared to decline

TABLE I

LEADERSHIP COURSE DIRECTORS AND ASSISTANT DIRECTORS

1956 - 1972

Year	Course director	Assistant
1956	W.H. Worth	- - - -
1957	W.H. Worth	- - - -
1958	J.H.M. Andrews	- - - -
1959	J.H.M. Andrews	H.J. Uhlman
1960	J.H.M. Andrews	H.A. Wallin
1961	L.W. Downey	M. Skuba
1962	L.W. Downey	M. Skuba
1963	F. Enns	J. Peach
1964	F. Enns	W.G. Roberts
1965	E. Miklos	W.P. Eddy
1966	E. Miklos	H.E. Farquhar
1967	E. Miklos	A.N. Stewart
1968	D.A. MacKay	R. Plaxton
1969	J.J. Bergen	K. Wilson
1970	J.J. Bergen	N.J. Chamchuk
1971	J.J. Bergen	D.J. Cornish
1972	L.R. Gue K.L. Ward (Associate)	E.R. Daniels

TABLE II

MEMBERS OF POLICY COMMITTEE,

1956 - 1971

Year	Representatives:					
	A.T.A.	A.S.T.A.	Fac. of Ed.*	Dep. of Ed.**	A.S.S.I.A.	C.S.A.***
1956	F. Tarlton	R. Hennig	H.S. Baker	T.C. Byrne	G.L. Mowat	- - - -
1957	H.J.M. Ross	R. Hennig	A.W. Reeves	T.C. Byrne	L.A. Walker	- - - -
1958	W.R. Eyres	R. Hennig	A.W. Reeves	S.A. Earl	F. Hannochko	- - - -
1959	W.R. Eyres	R. Hennig	A.W. Reeves	S.A. Earl	O. Massing	- - - -
1960	W.R. Eyres	E. Parr	A.W. Reeves	R.E. Rees	O. Massing	- - - -
1961	S.C.T. Clarke	E. Parr	A.W. Reeves	R.E. Rees	W. Korek	- - - -
1962	E.J. Ingram	E. Parr	A.W. Reeves	R.E. Rees	E. MacDonald	- - -
1963	E.J. Ingram	M.E. LaZerte	A.W. Reeves	R.E. Rees	J.F. Swan	H.J. Hall
1964	N. Hrynyk	M.E. LaZerte	A.W. Reeves	R.E. Rees	I. Goresky	H.J. Hall
1965	K.W. Bride	M.E. LaZerte	A.W. Reeves	R.E. Rees	L. Kunelius	H.J. Hall
1966	E.J. Ingram	M.E. LaZerte	A.W. Reeves	R.E. Rees	W. McGrath	H.J. Hall
1967	N. Hrynyk	M.E. LaZerte	A.W. Reeves	R.E. Rees	E. Erickson	H.J. Hall
1968	N. Hrynyk	M.E. LaZerte	F. Enns	R.E. Rees	F.B. Facey	A. Myhre
1969	N. Hrynyk	M.E. LaZerte	G.L. Mowat	R.E. Rees	F.B. Facey	A. Myhre
1970	K.W. Bride	H.L. Gunderson	G.L. Mowat	E.K. Hawkesworth	F.B. Facey	A. Myhre
1971	K.W. Bride	W.A. Penrose	G.L. Mowat	E.K. Hawkesworth	H.A. Pike	F.D. Oliva

*Faculty of Education at the University of Alberta **Department of Education ***Council on School Administration

in the third week, Andrews shortened the 1958 Course to two weeks. Generally, the Course has been held during the second and third weeks in July.

Since its inception, a feature of the Course has been the provision of residence accommodation for all participants, including the leadership team. Prior to 1969 the Course was held at Concordia College in Edmonton, Alberta. In 1969 the Course was located at St. Joseph's Seminary, near St. Albert, and since 1970 the Alberta School for the Deaf has hosted the Course. This will likely continue to be the site of the Course for some years.

Since the beginning of the Leadership Course, nearly all larger school systems in Alberta have sponsored participants. Most school systems have been represented many times, and some by more than one representative per year. The A.T.A. and the teachers' associations of British Columbia, Saskatchewan, and Manitoba have sent representatives to the Course several times. Regularly, participants have come also from the Northwest Territories and the Yukon. On occasion, private schools in Alberta have sent representatives, and some individuals have attended the Course at their own expense.

The revenue for the operation of the Course has been provided by the sponsoring school boards who pay a designated fee for each participant they sponsor. The amount of this fee for each year is shown in Table III. In order to meet increased costs, the 1972 fee has been set at two hundred and seventy-five dollars.

The major expenses of the Course include accommodation, salaries and honoraria for the leadership team and lecturers, travel disbursements, supplies, duplication of materials, and publication of *The Alberta School Principal*. The cost of this publication is offset partially by subscriptions.

SOME DEVELOPMENTS

Though the general characteristics of the Course have not varied much over the years, each director introduced modifications which provided for enrichment and for the meeting of contemporary needs.

TABLE III

FEES AND ATTENDANCE--LEADERSHIP COURSE

1956 - 1972

Year	Fee (in dollars)	Attendance
1956	180	66
1957	180	57
1958	180	68
1959	180	70
1960	180	63
1961	180	67
1962	200	55
1963	200	60
1964	200	62
1965	200	58
1966	220	53
1967	220	56
1968	230	49
1969	240	61
1970	250	64
1971	260	61
1972	275	*

* Not known at time of printing.

Worth (1956 and 1957)

Beginning in 1961, each Course had a specific theme around which the lectures and group discussions were centered. *Leadership* best describes the content of the early courses from 1956 to 1960. For each Course the discussion concerned a wide range of topics such as school organization, leadership, supervision, and communications.

The Course activities in these initial Courses included lectures, problem area groups, special features, and individual study and consultation. The problem area discussions, although varying from year to year, placed special emphasis on supervision of teachers, school organization and management, and in-service education in schools.

Andrews (1958, 1959, and 1960)

The Course lecture series was first published as a printed volume in 1958. *The Alberta School Principal* has been published annually since then. The position of assistant director was established in 1959. Other changes included the invitation of vice-principals and female participants for the first time in 1959, and the initiation in 1960 of the practice of permitting former participants to return to the Course.

Downey (1961 and 1962)

The participants who attended the 1961 Course were exposed to activities of the same nature as those of previous courses. The theme of the 1961 Course was *Skills of an Effective Principal*. Lectures and group sessions centred on four major skill areas of importance to principals: business managerial skills, human managerial skills, program development skills, and innovative skills. The theme of the 1961 Course was particularly relevant at that time because new ideas on the role of the principal were emerging in Alberta. Reeves (1961:2), in fact, stated that ". . . a broader concept of the principalship is emerging, . . . one that requires the principal to be an educational leader in his own school."

Two changes were introduced at the 1962 Course. First, membership in the problem area groups was based on the size and type of the participant's school rather than on an ex-

Dr. W. H. Worth
Director
1956 - 1957

Dr. J. H. M. Andrews
Director
1958 - 1960

Dr. L. W. Downey
Director
1961 - 1962

Dr. F. Enns
Director
1963 - 1964

pressed interest basis as had been the earlier practice. Second, a *Meet the Sponsor Night* was initiated.

The theme of the 1962 Leadership Course was *Organization--A Means to Improved Instruction.* The Course examined the traditional types of school organization and discussed alternatives such as team teaching and non-gradedness. Discussion of such new forms was particularly relevant in the early 1960's, because many of these types of organization were receiving attention in Alberta schools.

Enns (1963 and 1964)

The major innovation of the 1963 Course was the use of "in-basket" simulation exercises produced by the University Council for Educational Administration.

Tasks of the Principal was the 1963 Course theme, and the lecture series focused on some of the major tasks of the principal, including school management, administration of personnel, public relations, program development, and planning.

The 1964 Course theme was *The Principal and Program Development* and the lectures concentrated on this vital administrative task. Enns emphasized that: "The development of the school's instructional program, . . . comprises one of the major functions of supervision." (A.S.P., 1964:vii)*

Miklos (1965, 1966, and 1967)

The 1965 Course featured activities similar to those of the previous two years, although the "Meet the Sponsor Night" was discontinued. The 1965 theme, *Program and Personnel,* reflected the fact that ". . . the concerns or tasks of a principal include two major emphases: the educational and the organizational." (A.S.P., 1965:vii)

Fewer, but more intensive sessions were held than in previous courses. Participants were regrouped for the second week and concentrated on areas different from those of the first week. With the continued use of simulation exercises, the length of the course day was slightly extended. A

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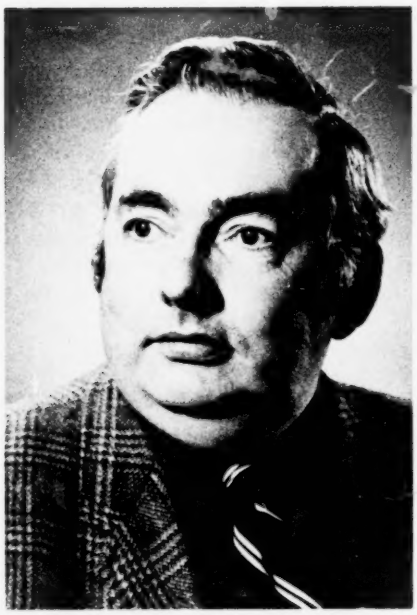
* A.S.P. *(The Alberta School Principal)*

Dr. E. Miklos
Director
1965 - 1967



Dr. D. A. MacKay
Director
1968

Dr. J. J. Bergen
Director
1969 - 1971

Dr. L. R. Gue
Director
1972

feature during one morning of the 1966 Course was a Leadership Clinic, in which the Leader Behavior Description Questionnaire was examined and discussed. The questionnaires had been completed by each participant's staff prior to the beginning of the Course. Individual study was discontinued as a formal Course activity in 1966.

The theme of the 1966 Course was *The Principal and Educational Change* and the program focused attention on some of the changes taking place in society and in schools and on the role of the principal in relation to these. Miklos indicated that this theme was particularly relevant due to the fact that innovations and the innovative process were receiving considerable attention at the time of the 1966 Course.

The one major change for the 1967 Course was the introduction of workshop sessions, in which the results of a Council on School Administration questionnaire were examined and discussed. The questionnaire provided a basis for discussions on the role of the principal in Alberta schools.

The 1967 Course theme, *The Principalship: Today and Tomorrow*, directed the participants' thoughts and discussions towards the development of a concept of the principalship which included various tasks, skills, and processes. Developing such a concept was held to be relevant because the tasks and role of the principalship are constantly undergoing modifications and development.

MacKay (1968)

Beginning with the 1968 Course, Saturday morning sessions were eliminated. Commenting on the Course theme, *Principal as an Administrator*, MacKay stated that: ". . . the principal's role has become highly complicated, . . . there is some disagreement as to the precise nature of the role." (Director's Report, 1968) Each of the Course lectures focused on a distinct administrative process in order to provide a comprehensive view of the administrative function.

Bergen (1969, 1970, and 1971)

The theme of the 1969 Course, *Administration for Student Development*, reflected the fact that ". . . not only principals, not only teachers, but also students must be heard." (A.S.P.,

1969:vi) The 1969 theme was relevant in a time when student rebellion and unrest caused concern to many educational institutions. Panels of junior and senior high school students were engaged on two afternoons in order to aid principals in a realistic consideration of any need for student involvement in decision-making.

The 1970 Course included a future forecasting study, employing the Delphi technique, in which Course members participated. Parts of the Course program were videotaped, and the tape became available to school systems for local in-service activities. Another feature was a panel comprising teachers, students, parents, and school board members, through which principals were assisted in forming more realistic perceptions of the expectations of various publics with respect to school programs, policy, and administrative procedures. The Course theme, *The Principal's Role in the '70's*, emphasized the probability of greater change taking place in Alberta schools during the decade of the '70's than had taken place in the previous two or three decades.

Activities for the 1971 Course included the operation of two afternoon sessions in Edmonton schools in order to provide more realistic settings for the discussion of innovations which had been introduced with a measure of success in those schools. Also, workshops on the evaluation of teaching and on the introduction of program budgeting in schools were conducted.

A further development in 1971 was the Consellor Leadership Seminar under the direction of D.D. Sawatzky, Department of Educational Psychology, University of Alberta. This seminar, modelled in part after the Leadership Course, was held at the same time and at the same location. Some activities of both Courses were held in common. The informal interaction of principals and counsellors, facilitated during the two weeks in July, was considered to be of value to each group.

Gue (1972)

The theme of the 1972 Course has been announced as *The Principal and the Wider Community*. The lecture series includes reference to such topics as: individualized education; multiculturalism; mass media and education; the divided school year; and, the Worth Report. Speakers include a judge and a journalist in addition to university professors and practicing administrators. Generally, Course activities are to be similar to those of previous years.

Future Courses

It is possible that the Leadership Course may continue for some time without major modification in its organization and activities. Its focus has been on the school principal as a generalist in school administration. This need may continue. However, specialized "institutes," each about a week in duration, could take the place of the Course in its present form, or be supplementary to the Course. The purpose of each institute could be to make the participants thoroughly familiar with one practice or innovation. It may be possible to do this in part, with some reorganization, within the framework of the present Course.

SPONSOR INVOLVEMENT

Each of the sponsoring organizations of the Leadership Course provide assistance for the organization and operation of the Course. Worth summarized the involvement of the sponsors of the Course as follows:

> The school boards provided most of the money, while superintendents looked after liaison and publicity in the field and helped select the participants. The Teachers' Association provided the services of a consultant and encouraged the attendance of principals. Key personnel of the Department were made available to help staff the Course. The University placed its administrative machinery at our disposal, and the Faculty arranged for a member of its staff to serve as coordinator of the project. (Worth, 1956b:14)

Since 1956, the sponsoring organizations have continued to provide support of the type indicated by Worth. Consultants have been provided by the A.T.A., the A.S.T.A., the C.A.S.S., and the Department of Education first through the A.S.S.I.A. and currently through the A.A.C.E. School boards have continued to provide financial assistance, and superintendents have cooperated in selecting participants and promoting the Course.

SUMMARY

Based upon an initial proposal by Alberta superintendents to the Provincial Advisory Committee of the Canadian Education

Association in 1955, the first Alberta Leadership Course was held in July, 1956. A one thousand dollar grant from the Canadian Education Association provided financial assistance for the initiation of the Course.

The Course was intended to provide Alberta school administrators with an opportunity to learn about emerging developments in educational administration, to share ideas with each other, and to develop plans for later local action. Through a variety of activities, including lectures, general and small group discussions, problem area sessions, simulation exercises, individual study, and special features, the Leadership Course has attempted over the years to achieve these same general purposes.

The Course director, a member of the Department of Educational Administration at the University of Alberta, with the help of an assistant, has been responsible for the operation of the Course. A Policy Committee--comprising representatives from the A.T.A., the A.S.T.A., and A.S.S.I.A. (henceforth the C.A.S.S. and the A.A.C.E.), the Faculty of Education of the University of Alberta, and the provincial Department of Education--has had the responsibility for establishing policy guidelines for the Course.

Nearly all of Alberta's larger school systems have sent representatives to the Course each year. The participants, numbering between 50 and 70 each year, are accommodated in residences at the Course site for the duration of the Course.

W.H. Worth was the Course director for the first two years. He was followed by J.H.M. Andrews, from 1958 to 1960; L.W. Downey, from 1961 to 1962; F. Enns, from 1963 to 1964; E. Miklos, from 1965 to 1967; D.A. MacKay, in 1968; J.J. Bergen, from 1969 to 1971, and L.R. Gue in 1972. Each Course, since 1961, has featured a theme which has served as a focus for the lecture series and other program activities.

CHAPTER III

AN EVALUATION OF THE LEADERSHIP COURSE

The discussion in this chapter concerns three questions: the value of the Leadership Course to participants; the value or benefit of the Course to sponsoring school systems; and, the strengths and weakness of the objectives, organization, and activities of the Course.*

COLLECTING FIELD DATA

During the early months of 1971 questionnaires were mailed to all individuals who had attended a Leadership Course during the summers from 1966 to 1970. A second questionnaire was mailed to all superintendents, and a third questionnaire to all board chairmen of school systems which had sponsored Course participants during that same period. The numbers of questionnaires mailed, and the nature of the response, is recorded in Table IV.

The object of the questionnaire to Course participants was to obtain their perceptions of the value of the Course and of its effect upon their practices as school administrators. Also, the questionnaire was designed to elicit their opinions regarding the strengths and weaknesses of the organization and objectives of the Course. The purpose of the questionnaire to superintendents and that to school board chairmen was to determine their perceptions of the value of the Course to the individuals sponsored by their school systems, and of the effect of the Course upon these individuals as practitioners, and, as a consequence, upon their school systems.

Selected personal characteristics of the Course participants who responded to the questionnaire are presented in Table V. Very few females had attended the Course. Nearly half of the respondents were in their thirties when they attended. Only 57 per cent were principals at the time. More

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*This study was conducted with the help of *George A. Mackenzie* as research assistant. The reader who wishes to examine the study in greater detail is referred to Mr. Mackenzie's thesis: *History and Evaluation of the Alberta Leadership Course for School Principals*, unpublished Master's thesis, University of Alberta, 1971.

TABLE IV

NUMBER OF QUESTIONNAIRES DISTRIBUTED TO AND RETURNED BY COURSE PARTICIPANTS, SUPERINTENDENTS, AND SCHOOL BOARD CHAIRMEN

Questionnaire to:	Number Distributed	Number Returned		Returns Usable	
	N	N	%	N	%
Course Participants	253	182	72	177	70
School Superintendents	68	59	87	57	84
School Board Chairmen	91	56	61	55	60

than half had less than five years of administrative experience.

It may be of interest to note that 24 of the 57 responding superintendents had at one time attended the Leadership Course, 15 as participant members, and nine as consultants. Ten of the responding 55 board chairmen no longer held office, as the questionnaire was sent to all named on the most recent available list, that of 1970. Because of the recency of their tenure in office, such individuals were invited to answer and their responses were included in the analysis.

TABLE V

SELECTED PERSONAL CHARACTERISTICS OF COURSE PARTICIPANTS (N=177)

Personal Characteristics	Number of Respondents	% of N
Sex		
1. Male	170	96
2. Female	7	4
Age Category		
1. 20-29	33	19
2. 30-39	74	42
3. 40-49	52	29
4. 50 or over	18	10
Course Attended		
1. 1970	46	26
2. 1969	43	24
3. 1968	39	22
4. 1967	26	15
5. 1966	23	13
Position Prior to Attending Course		
1. Principal	101	57
2. Vice-Principal	65	37
3. Other	11	6
Experience in Administration (Prior to Course)		
1. Five or more years	77	43
2. Less than five years	88	50
3. None	12	7

VALUE OF THE LEADERSHIP COURSE TO THE COURSE PARTICIPANTS

Course Participants' Responses

General value of Course. Generally, course participants felt that the Course had been of value to them, 17 per cent stating that it had been of great value and 57 per cent that it had been of substantial value. Table VI records these responses. There is some indication that participants under

TABLE VI

VALUE OF THE LEADERSHIP COURSES AS PERCEIVED BY COURSE PARTICIPANTS (N=177)

Perceived Value of Courses	Responses	
	f	% of N
Great value	31	17
Substantial value	101	57
Some value	42	24
Little value	3	2
No value	0	0

forty years of age and those with less than five years of administrative experience rated the Course higher in terms of value to them. Also, the 1967 Course members gave a somewhat higher rating to the general value of the Course to them, than did members of other years.*

Value of individual Course program activities. Course participants were asked to rate the value of a number of the Course program activities. Table VII indicates that highest ratings were given to the simulation in-basket and the problem areas sessions. However, upon combining the responses for

* For more detail see Table XX (Appendix).

TABLE VII

COURSE PARTICIPANTS' PERCEIVED VALUE OF EACH COURSE ACTIVITY AND ACQUIRED LEARNINGS APPLIED IN PRACTICE
(N=177)

Course Activity	Perceived Value												Mean*	Acquired Learnings Applied in Practice	
	Very Much		Substantial		Some		Little		None						
	f	%	f	%	f	%	f	%	f	%				f	%
Lecture Series	19	(11)	85	(48)	58	(33)	13	(7)	2	(1)			3.6	79	45
Morning Group Sessions	25	(14)	89	(50)	50	(28)	12	(7)	1	(1)			3.7	76	43
Morning General Sessions	19	(11)	70	(39)	70	(39)	17	(10)	1	(1)			3.5	38	21
In-Basket Sessions	45	(26)	59	(33)	39	(22)	27	(15)	7	(4)			3.6	96	54
Problem Area Sessions	39	(22)	79	(44)	51	(29)	8	(5)	0	(0)			3.8	105	59
Special Features	34	(19)	67	(38)	55	(31)	17	(10)	4	(2)			3.6	46	26

*Obtained by averaging the numbers assigned to each category: a 5 to the "Very Much" category; a 4 to the "Substantial" category; and so on down to a 1 for the "None" category.

"very much" and "substantial" value, the differences among ratings for the various activities do not appear to be significant. It may be concluded that a variety of activities were appropriate and that a fair degree of integration took place. It may be noted that the mean value assigned to each of the activities, which is the average rating by all respondents, does not vary significantly.

Respondents were asked to indicate which of the activities provided information or learning which they were able to put to use in their own administrative practices. The group session workshops with the simulation materials and the discussion of problem areas proved to be most fruitful. Considerable benefit was gained also from the lecture presentation and the group discussion which followed. The general sessions which followed, during which time questions were referred to the lecturer, were rated as less rewarding. The less structured special features also received a lower rating.

Respondents below forty years in age assigned greater value to both the in-basket and problem area sessions than did older participants; those with less than five years of administration experience perceived greater value in these activities than did the more experienced administrators. Highest ratings for these two program activities were recorded by respondents who attended the 1967 and 1969 summers.*

Achievement of Course purposes. The Leadership Course appears to have been quite successful in providing the opportunity for discussion and intercommunication with other administrators. According to Table VIII, eighty-eight per cent of the respondents felt this objective had been achieved "very successfully" or "quite successfully." A high mean score of 4.3 was calculated for this objective of the Course. The Course also had considerable value in providing information about emerging trends and developments in educational administration. However, respondents apparently felt that they had not received particular assistance with their own unique problems. Nevertheless, there is some indication that younger principals, and those with less administrative experience, perceived greater assistance regarding their own problems than did older and more experienced administrators.**

Advancement. In reply to the query whether participation at the Leadership Course was perceived as a contributing factor to promotion or other advancement, 64 per cent of the

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* For more detail see Tables XXI to XXIV inclusive (Appendix).
** For more detail see Tables XXV to XXVII inclusive (Appendix).

TABLE VIII

COURSE PARTICIPANTS' PERCEPTIONS OF HOW WELL THE LEADERSHIP COURSE ACHIEVED ITS PURPOSES
(N=177)

Course Purpose	Degree of Achievement										Mean*
	5. Very Success.		4. Quite Success.		3. Somewhat Successful		2. Somewhat Unsuccess.		1. Quite Unsuccess.		
	f	%	f	%	f	%	f	%	f	%	
A Providing information about emerging trends in educational administration	23	(13)	93	(53)	48	(27)	13	(7)	0	(0)	3.7
B Providing opportunity for intercommunication of ideas	70	(40)	84	(48)	22	(11)	1	(1)	0	(0)	4.3
C Providing opportunity for cooperative solution of problems	36	(20)	73	(41)	50	(28)	17	(10)	1	(1)	3.7
D Providing assistance with own unique problems	7	(4)	26	(15)	93	(52)	41	(24)	10	(6)	2.9
E Formulation of plans for later local action	9	(5)	53	(30)	76	(43)	33	(19)	6	(3)	3.2

*Obtained by averaging the numbers assigned to each category.

respondents felt that there had been no perceived change. Table IX records that 14 per cent felt that attendance at the Course contributed to an administrative promotion, and ten per cent reported improved status. The open ended responses to this question indicated that the Course was seen to have improved the participants' chances of promotion and had encouraged the continuation of studies in educational administration in some cases.

TABLE IX

ADVANCEMENTS OR PROMOTIONS OF COURSE PARTICIPANTS ATTRIBUTED TO COURSE ATTENDANCE

Advancement or Promotion	All Participants (N = 177)		Participants Other Than Principals (N = 76)	
	f	% of N	f	% of N
Administrative promotion	24	14	19	25
Improved status	22	12	16	21
Advancement other than promotion	17	10	11	14
No perceived change	114	64	30	40

Since a large number of the Course participants were principals, advancements or promotions would not likely occur frequently for these persons. Table IX also provides data regarding advancements or promotions of participants who were not principals when they attended the Course. The results indicate that 25 per cent of the non-principal participants received administrative promotions following Course attendance. Fourteen per cent of these individuals indicated that advancement other than promotion occurred, 21 per cent reported improved status, and 40 per cent stated that there had been no perceived change. These results indicate that a higher percentage of the non-principal participants reported advancements or promotions following Course attendance than did the participants who were principals.

Change in practice. Upon assessing change in administrative practices attributed to attendance at the Leadership Course, nine per cent of the respondents indicated that this was considerable, 72 per cent reported some change, and 19 per cent that little or no change had occurred. This is reported in Table X. A more detailed analysis of the data* indicates that the amount of reported change is not related to the age of participants, but that those will less than five years of administrative experience reported more change than did more experienced administrators. Also, respondents for the years 1966, 1967 and 1968 reported more change than those for the years 1969 and 1970. Possibly, a greater time span following Course attendance accounts for more change, as reported.

TABLE X

CHANGE IN ADMINISTRATIVE PRACTICES ATTRIBUTED TO COURSE ATTENDANCE.

(N = 177)

Change	Responses	
	f	% of N
Considerable	15	9
Some	128	72
Little or none	34	19

Respondents were asked to indicate what some of the changes in administrative practices attributed to Course attendance were. These are summarized in Table XI along with similar information obtained from questionnaires to school superintendents and board chairmen. The most commonly

* For more detail see Table XXVIII (Appendix).

TABLE XI

CHANGES OR IMPROVEMENTS IN COURSE PARTICIPANTS' ADMINISTRATIVE PRACTICES ATTRIBUTED TO COURSE ATTENDANCE

Change	Frequency of Mention		
	Course Partic. (N=177)	Supts. (N=57)	Chair-men (N=55)
1. Better understanding of the administrator's role.	10	5	1
2. Increased staff participation in decision-making.	9	7	2
3. Improved communication with staff	8	1	1
4. Better staff-administrator relationships.	7	4	5
5. More confidence in self	8	2	-
6. Greater sensitivity toward others in the school.	5	1	-
7. Increased student involvement in school decisions.	4	2	-
8. Better relationships with students	4	-	-
9. A more "open" atmosphere in the school.	4	1	-
10. Better evaluation procedures.	3	-	-
11. Improved allocation of resources.	3	-	-
12. Better school public relations.	3	4	-
13. Wider and more liberal view of school activities.	3	3	-
14. Improved timetabling.	3	1	-
15. Greater flexibility.	2	-	-
16. Increased community involvement in school affairs.	2	1	-
17. More consideration of alternatives before reaching a decision.	2	-	-
18. Improved attitude towards administration.	2	4	1
19. Increased student freedom in the school.	2	-	-
20. Better staff and student relationships.	1	-	1
21. Improved pupil reporting procedures.	1	-	-
22. Better teacher placement.	1	-	-
23. More efficient office procedures.	1	-	-

mentioned changes by the Course participants were a better understanding of the administrator's role, increased staff participation in decision-making, improved staff communication and relations, and more confidence in themselves. Improvements in student relationships and increased student involvement in decision-making were mentioned several times. Numerous other improvements in administrative practice were reported. Apparently the Leadership Course has had numerous concrete effects upon the administrative practices of the Course participants.

Superintendents' and Board Chairmen's Responses

The responses of school superintendents and board chairmen regarding their perceptions of the changes in administrative practices of administrators attributed to attendance at the Leadership Course are recorded in Table XII. Superintendents and chairmen rated the changes almost identically, as is indicated by the same mean response of 3.2. Neither superintendents nor chairmen stated that the Courses had produced numerous changes, but in both cases, the majority of responses indicated that "some" or "substantial" changes had resulted from Course attendance. It is of interest to note that the self-rating of Course participants is much in agreement with that by superintendents and board chairmen. For the former, 72 per cent (Table X) indicated some change, whereas 73 per cent of the superintendents and 75 per cent of the chairmen perceived some change as having taken place.

The most frequently mentioned changes by superintendents were increased staff participation in decision-making, better understanding of the administrator's role, better staff-administrator relationships, improved school public relations, and an improved attitude towards administration.

The number of changes indicated by school board chairmen was less, probably because the chairmen would not have been in as close contact with the participants and their schools as would the superintendents. The most commonly reported change by the school board chairmen was improved staff-administrator relationships and increased staff participation in decision-making.

Further examination of Table XI indicates that, in terms of total frequency of mention by Course participants, superintendents, and chairmen, the most commonly reported change attributed to Course attendance was increased staff involvement

TABLE XII

CHANGES IN COURSE PARTICIPANTS' ADMINISTRATIVE PRACTICES ATTRIBUTED TO COURSE ATTENDANCE AS PERCEIVED BY SUPERINTENDENTS AND SCHOOL BOARD CHAIRMEN

Changes	Number of Responses			
	Superintendents		Chairmen	
	f	%	f	%
1. Numerous	0	0	0	0
2. Substantial	3	5	4	7
3. Some	42	73	41	75
4. Very few	12	22	7	13
5. None	0	0	3	5
Total Number	57		55	
Mean Response	3.2		3.2	

in decision-making. This was closely followed by better staff-administrator relationships and better understanding of the administrator's role. Other changes which were commonly mentioned included more confidence in self, improved staff communication, improved attitude towards administration, and better public relations.

VALUE OF THE LEADERSHIP COURSE TO SCHOOL SYSTEMS

Dissemination of Information by Course Participants

Any effects of the Leadership Course upon school systems would be dependent partly upon the dissemination of ideas and learnings by Course participants upon returning to their systems. As reported in Table XIII, considerable reporting of one kind or another has taken place. The value, or the impact of this reporting, has not been determined.

TABLE XIII

DISSEMINATION OF IDEAS AND/OR LEARNINGS BY COURSE PARTICIPANTS AFTER ATTENDING THE COURSE

(N = 177)

Reported to	Manner of Report	Number of Responses	
		Per Category	Total
School board	In writing	34	
	In person	42	91
	Both	15	
Superintendent	In writing	19	
	In person	71	100
	Both	10	
Administrators' Association	In writing	1	
	In person	68	75
	Both	6	
Own staff	In writing	3	
	In person	83	92
	Both	6	
Other staffs	In writing	0	
	In person	4	4
	Both	0	
A.T.A. Local	In writing	0	
	In person	7	8
	Both	1	
Other administrators	In person	54	
Other teachers		9	145
Both		82	
	No report		7

The respondents recorded that the most common form of dissemination was through informal personal conversations with other teachers or administrators, followed by reports to the superintendent. Many participants also reported to the school board, to their own staffs, and to the administrators' association. Most dissemination was in the form of personal conversations, although a large number of the participants provided written reports. Additional responses indicated the use of a videotape produced at the Course in 1970, reporting to the local convention committee, and reporting in the local A.T.A. bulletin. Only seven respondents stated that they had made no report of any kind.

Assessment by Superintendents and Board Chairmen

School superintendents and board chairmen were asked to assess the value of the Leadership Course for their local school systems. As is indicated in Table XIV, both rated the value of the Course to their systems quite highly. Only one respondent claimed that there was little value accruing to

TABLE XIV

VALUE OF THE LEADERSHIP COURSE FOR SCHOOL SYSTEMS AS PERCEIVED BY SUPERINTENDETS AND SCHOOL BOARD CHAIRMEN

Perceived Value	Responses			
	Supts. (N=57)		Chairmen (N=55)	
	f	%	f	%
1. Very great	4	7	5	9
2. Substantial	31	55	25	46
3. Some	22	38	24	43
4. Little	0	0	1	2
5. None	0	0	0	0
Mean Response	2.3		2.4	

the system. All other responses indicated that the Course had either "some", or "substantial," or "very great" value for their systems. The superintendents and chairmen also agreed quite closely on the value of the Course, as is indicated by the similar means of the responses.

In an effort to examine the specific benefits of the Leadership Course for the school systems, both superintendents and chairmen were asked to indicate what benefits there had been for the school systems in sending participants to the Leadership Course. Table XV summarizes the responses to this question. The most frequent response, both by superintendents

TABLE XV

EFFECTS OF THE LEADERSHIP COURSE UPON SCHOOL SYSTEMS AS PERCEIVED BY SUPERINTENDENTS AND SCHOOL BOARD CHAIRMEN

Effects	Frequency of Response	
	Superintendents	Chairmen
1. Improved individuals in the system.	22	23
2. Kept administrative staff aware of new developments in educational administration.	11	8
3. Provided administrative staff with opportunity to share ideas with others.	8	7
4. Made school board more aware of of developments in education.	2	3
5. More innovations in the system.	3	2

and chairmen, was that the Course had improved the individuals who attended by making them more confident, enthusiastic, involving, or aware of their roles, and that this had therefore benefited the system. Some respondents claimed that the Course had succeeded in keeping the total administrative staff

of the system aware of new developments in education, and had provided an opportunity for administrators in the system to share ideas with principals in other systems. Increased numbers of innovations in the system, and improved school board awareness of developments in educational administration were also mentioned.

These findings suggest that the value of the Leadership Course is perceived by superintendents and chairmen as accruing first of all to the individuals who attend, with benefits consequently to the entire school system. For systems which have sponsored many principals over the years, the cumulative effect of the Leadership Course likely would be greater than for systems from which few administrators have attended.

Further indication of the value of the Leadership Course to the school system was reported by forty-four of the chairmen respondents who replied that their systems would continue to sponsor delegates. Ten were uncertain, and only one stated that his system would not be represented in the future. Generally, the Course is perceived to be of value to the school systems, or otherwise a larger number of negative responses might have occurred.

STRENGTHS AND WEAKNESSES OF THE PURPOSES, ORGANIZATION, AND ACTIVITIES OF THE LEADERSHIP COURSE

Course Purposes

The Course participants' perceptions of how well the Leadership Course has achieved its purposes are related earlier in this chapter. The participants' reactions of the degree of achievement of each of five purposes was presented in Table VIII (page 33). All of the purposes were being achieved to some degree, however, *providing for the intercommunication of educational ideas* received the highest rating. A Course purpose which has not been included in program outlines since 1966, *providing assistance with the participant's own unique problems*, was given the lowest rating.

Forty-eight per cent of the respondents indicated that *providing for the intercommunication of ideas* ought to be the most important purpose of the Course, and 35 per cent said that *providing information about emerging trends* should be the most important. The other purposes were given priority rating by only a few respondents. Additional purposes included the

following: elucidation of the practical aspects of administrative theory; discussion of topical matters such as the new School Act; discussion of teacher apathy; and, provision of the opportunity for intercommunication with school board personnel and superintendents. An examination of these items suggests that they could be subsumed by the present Course objectives. Apparently, little modification is being suggested for the Course purposes in the form in which these have been articulated.

Course Program

Course participants responded regarding the relevance of the Course content to their own administrative situations. Their responses are tabulated in Table XVI. Only three individuals claimed little or no relevance to their own situations, while 72 per cent said that the content was "quite" or "very" relevant. As is recorded in Table VI (page 30), all activities were perceived to be of value, but the problem area sessions were rated somewhat higher than the others. A more detailed summary of comments by respondents follows.

TABLE XVI

PERCEPTIONS OF PARTICIPANTS REGARDING THE RELEVANCE OF THE COURSE CONTENT TO THEIR OWN ADMINISTRATIVE SITUATIONS (N = 177)

Perceived Relevance	Responses	
	f	% of N
5. Very relevant	27	15.0
4. Quite relevant	101	57.0
3. Somewhat relevant	46	26.0
2. Barely relevant	2	1.5
1. Not relevant at all	1	0.5
Mean response = 3.9		

Lecture Series. The most frequently mentioned comment about the lecture series was that it did provide information about new trends and developments in educational administration. A number of participants indicated that the lectures were stimulating and provided "food for thought." The most common criticism of the lectures was that they tended to be too theoretical and did not emphasize sufficiently the practical aspects of the topics. A few commented that some lecturers wrongly assumed that all Course participants had administrative training. Others said that some lectures were too long, and that lectures which were read were less effective than those which were delivered less formally.

Morning group sessions. The major strength of these sessions, according to the respondents, appears to be their success in emphasizing and bringing out the practical aspects of the lectures. Some of the weaknesses mentioned by the participants included the following: some tended to deteriorate into "gripe" sessions dominated by one or two persons; the sessions were too short; and, the sessions were hampered by the requirement of having to formulate questions to be asked of the lecturer during the subsequent general session.

Morning general sessions. Nearly all of the comments regarding these sessions were by respondents who had rated the value of the sessions low. Their comments allege that the morning general sessions were limited in value due to several factors: the large size of the group; the fact that the sessions were often monopolized by one or two persons; and, the limited time allotted for these sessions.

In-basket sessions. The comments regarding the in-basket sessions signify that for many participants these sessions were extremely valuable. Specific comments assert that the in-basket sessions were stimulating and interesting, topical, informative, and realistic. The major criticism of these sessions was that they were artificial and unrealistic, and not applicable to local situations. A greater proportion of participants who attended Courses prior to 1970 complained about the American orientation of the materials.*

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* Simulation materials with an "Albertan" setting have been produced and are being used for the 1972 Course: John J. Bergen, Editor. *The Jesse Stuart Junior-Senior High School Principalship Simulation.* Canadian Administrator Simulation Project, The Department of Educational Administration, The University of Alberta, Edmonton, May 1972.

Problem area sessions. The major strength of these sessions appears to be the opportunity they provide for intercommunication between principals. A number of comments indicate that these sessions enabled the participant to learn about similar problems that exist in other schools. A number of respondents indicated that these sessions enabled the Course member to learn about the nearly universal nature of many administrative problems, and to discuss possible solutions to these problems. Several respondents said that the problem area sessions were the most valuable of all Course activities. Very few comments were made regarding any weaknesses of the problem area sessions.

Special features. Very few negative comments were made about special activities. Most of the participants indicated that the special features, particularly panel discussions involving students and other publics, were interesting and of practical value. Numerous respondents stated that the visits of schools during summer months were interesting, but of little practical value.

Integration of course activities. Table XVII shows that the participants felt that the Course activities were well integrated. Only five per cent of the respondents felt that the activities were integrated very little or not at all. Seventy-five per cent perceived a considerable degree of integration.

TABLE XVII

EXTENT OF INTEGRATION OF COURSE ACTIVITIES AS PERCEIVED BY COURSE PARTICIPANTS (N = 177)

Extent of Integration	Responses	
	f	% of N
5. Very much	16	9.0
4. Substantial	117	66.0
3. Some	35	20.0
2. Very little	8	4.5
1. None	1	0.5

Discussion during Lunch (1971)

Evening Coffee (1971)

Dr. R.E. Rees, Deputy Minister, enjoys Course Banquet (1971)

Some General Recommendations

Course participants. Respondents were encouraged to add their own suggestions and recommendations with respect to the program of the Leadership Course. The following are representative of those written into the questionnaires which were returned:

1. "Provide more well planned organized evening functions. Even informal activities are beneficial, in that they provide an opportunity for intercommunication of ideas."

2. "Involve principals in the planning of the Course."

3. "Increase the practical application aspects of the Course."

4. "Increased emphasis should be placed on the group sessions, with slightly more time for them, and less time for the lectures."

5. "More reaction panels, composed of principals, teachers, students, parents, superintendents, and school board personnel would be good."

6. "Some sessions should be devoted to the administration and supervision of specific subject areas."

7. "Role playing activities could be used."

8. "Resource persons from other fields besides educational administration would broaden the scope of the Course."

9. "Continue to use the "live-in" approach, since much value results from the informal interation that results from constant close contact with others."

10. "Attempt to include, as participants, more of the experienced administrators in the field, who become somewhat inflexible after several years of practice."

11. "Continue with the present approach which is quite different from credit courses where evaluation and a mark becomes a major factor in the participant's mind. In the Leadership Course, the relaxed low stress atmosphere provides an opportunity for a tremendous learning

experience."

12. "Continue, as in 1970, to videotape the Course. This tape provides the Course participant with a good avenue for disseminating some of the results of the Course to other administrators, teachers, and school board personnel in his local system."

13. "Provide brief outlines of each lecture ahead of time, so that questions could be considered well in advance."

Superintendents. The following is a brief summary of written responses by superintendents. Nearly all indicated that the Course should result in better principals who are more innovative, enthusiastic, and confident. This result should be achieved by providing Course participants with information regarding new developments in educational administration, and by providing the opportunity for intercommunication of ideas. Dissemination of learnings by the Course participants might be effected by: reports in person or in writing to fellow administrators, the superintendent, and the school board; use of the videotape; and, conducting local in-service activities for other administrators. Superintendents also suggested that principals might be involved in the planning of the Course program, and that school board members be invited to attend the Course.

Board chairmen. The free responses of board chairmen paralleled those of the superintendents. In general, chairmen felt that the Course should continue to provide an opportunity for intercommunication of ideas, and to provide information about recent developments in educational administration. Thus, the Course should help to enhance the quality of leadership in the schools, and, as a consequence, bring about desirable innovations in the system.

SELECTION OF PARTICIPANTS

Opinion of Superintendents

According to superintendents, the most commonly selected Course participant is the inexperienced administrator. However, as is illustrated in Table XVIII, the criterion for selection may vary from year to year, as was explained in the comments of several superintendents.

TABLE XVIII

CRITERIA FOR THE SELECTION OF COURSE PARTICIPANTS AS PERCEIVED BY SUPERINTENDENTS

(N = 57)

Criterion	Responses	
	f	% of N
Effective experienced administrator	4	7
Experienced administrator in need of a refresher experience	9	16
Inexperienced administrator	27	47
Individual moving into administration for the first time	1	2
No specific criterion is used	4	7
Varies from year to year	12	21

Opinion of Participants

The participants for the years 1969 and 1970 were asked to rank order certain factors which influenced their decision to attend the Course. For both years the rank order was as follows:

1. General desire to participate in the discussion of current and new ideas in administration.
2. Nomination by superintendent or school board.
3. Appointment to a new administrative position.
4. The theme of the lecture series.
5. Recommendation by a former participant.

CHARACTERISTICS OF PARTICIPANTS FOR 1970 AND 1971

The personal data forms completed by Course members were summarized for 1970 and 1971 and Table XIX illustrates some of the characteristics of the participant groups.

One may conclude from the data presented that the Course serves as an educational program for prospective principals as well as being an in-service program for practicing principals. Course members come from schools of all sizes and varying combinations of grades. Many of the participants have had only a few years of administrative experience. Very few had had any extensive formal education in educational administration.

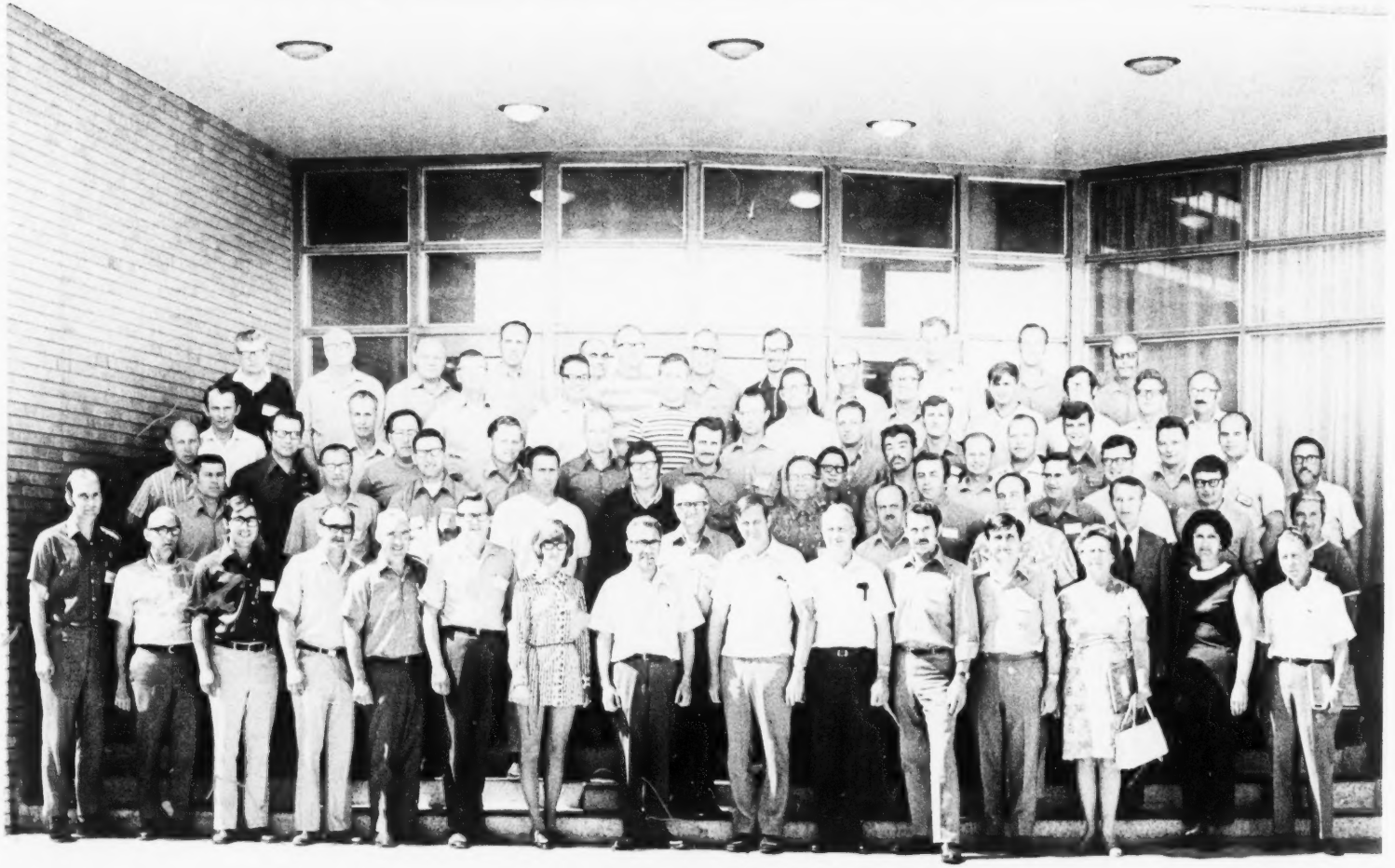
Three members of the 1970 group and six members of the 1971 group had attended a previous Leadership Course session. By and large, each summer the Course addresses itself to a group of participants who have not had a similar experience. However, the lecture content varies from year to year, and more recent educational ideas and practices are considered as these appear on the horizon, so that former Course members who return after a few years are exposed to a new program.

SOME GENERAL RESPONSES TO THE LEADERSHIP COURSE EXPERIENCE

Responses at the Conclusion of a Session

It has been the practice, at the conclusion of each session, to ask participants to take a few minutes to evaluate the Course. Members have been provided with a questionnaire which solicited an assessment of detailed items regarding the Course program on a five-point scale--ranging from a score of five for "very well satisfied" to a score of one for "frankly dissatisfied." From year to year most of the items received a mean score higher than four (4 = well satisfied), and other items received a mean score well above three (3 = fairly well satisfied). The variation in these scores from one year to the next has been insignificant.

It is of interest to note that lower ratings were given to some of the same items by the respondents who replied to the questionnaire sent early in 1971 to Course members for the years 1966 to 1970. One may surmise that the ratings given immediately upon the conclusion of the session are influenced by the *Hawthorne* effect. The members enjoy the Course, and



THE 1971 LEADERSHIP COURSE FOR SCHOOL PRINCIPALS

Front centre, J. J. Bergen, director; to the left, Joan Zowtuk, secretary, and consultants H. A. Pike and L.E. Harding; far left, D. J. Cornish, assistant director; to the right, consultants J. J. Nearing, M. T. Sillito, L. Williams and B.K. Johnson; second row to the right, with tie, lecturer of the day, Professor D. Friesen.

TABLE XIX

SOME CHARACTERISTICS OF MEMBERS OF
THE LEADERSHIP COURSE
FOR 1970 AND 1971

Item	Number	
	1970 N=64	1971 N=61
POSITION		
Principal	41	34
Vice-principal	21	23
Department Head or Teacher	2	4
SIZE OF SCHOOL		
5 - 14 teachers	24	22
15 - 19 teachers	13	14
20 - 29 teachers	13	18
30 or more	13	6
Not given	1	1
APPROXIMATE RANGE OF GRADES IN SCHOOL		
1 - 6	14	21
1 - 9	21	20
1 - 12	9	9
7 - 9	2	6
7 - 12	8	2
10 - 12	10	3
ADMINISTRATIVE EXPERIENCE		
0 - 3 yrs.	17	23
4 - 9 yrs.	26	22
10 - 15 yrs.	11	7
16 yrs. or more	5	8
Not given	5	1

TABLE XIX (CONTINUED)

Item	Number	
	1970 N=64	1971 N=61
TOTAL EXPERIENCE IN SCHOOLS		
1 - 3 yrs.	1	3
4 - 9 yrs.	15	24
10 - 15 yrs.	23	14
16 - or more	21	19
Not given	5	1
AGE		
20 - 29 years	6	9
30 - 39 years	28	29
40 - 49 years	16	13
50 and over	6	9
Not given	8	1
TOTAL YEARS OF TEACHER EDUCATION		
1 yr.	2	0
2 yrs.	2	1
3 yrs.	1	4
4 yrs.	31	34
5 yrs.	16	12
6 yrs.	8	9
Not given	4	1
FORMAL EDUCATION IN EDUCATIONAL ADMINISTRATION		
Little or None	51	53
1 yr.	8	5
2 yrs.	1	2
Not given	4	1
DEGREES HELD		
None	8	8
B.Ed.	23	34
Bachelors other than B.Ed.	10	6
B.Ed. and one other Bachelors	9	6
M.Ed. or other Masters	13	7
Ph.D.	1	0

the pleasant attitudes engendered by the total experience likely influence their assessment of the parts of the program.

Course members also have been given the opportunity to add comments about any aspect of the program. Very few of these have reflected any disappointment on the part of participants. In 1969, and again in 1970, one participant was not sponsored, but paid the total fee himself. Each of these individuals maintained that the personal gain exceeded the cost. The following comments are representative of those written on the Course evaluation questionnaires for the years 1969 to 1971.

1969

1. "I feel this course to be more valuable in many respects than a formal University Course in that you are working with people who are actually in the field."

2. "Choice of consultants and speakers gave a wide range of backgrounds and subjects which was very educational."

3. "Problems were really not solved but part of the process of solution is recognition of the problems: this we achieved."

4. "To me the group discussions were the most valuable."

5. "More time in group sessions of various types and less in general session where too often specific problems of an individual arise and are sometimes "dragged-out", killing some interest in lecture."

6. "I would rate this two weeks as equivalent or better to any year that I have spent in university."

7. "The in-basket simulation should be revised to deal with aspects of the Alberta principalship."

8. "I have never seen such involvement for such a long period of time by <u>all</u> members of a group of this size."

9. "Found the student panel and tours very worthwhile part of the programme."

10. "Would like to see a panel of teachers giving their reactions about principals and their roles."

11. "Perhaps some consideration could be given to giving or providing the opportunity for those who wish to attend a course like this again in the future."

12. "A very worthwhile undertaking. I came looking for answers but think now that the general spirit of the Course was geared more toward encouraging the participants to find their own answers within the general framework of the emerging philosophies of education."

13. "Every principal should have this opportunity about every three or four years at least."

14. "Greatest value of the course was the ability to gain a perspective on problems by discussing them with colleagues."

1970

1. "The in-basket sessions were of particular value to me. I certainly think they were worthwhile."

2. "More time might be allowed for group discussions and in-basket work."

3. "As in any lecture series, some were much better than others. All had good meat, but several were uninteresting because the speaker was not dynamic."

4. "We should have had all papers the day before. They could have been read in the evening."

5. "In-basket--one of the highlights--an opportunity to get involved in real situations as they appear in day-to-day progress of the school."

6. "The in-basket technique was so artificial that I saw little practical value in it."

7. "The leadership team should be highly commended on the work, communications and organization of the course. Without their leadership and cooperation the course would probably be a dismal failure."

8. "We are certainly going back to our schools with many practical suggestions."

9. "Accomplished stimulation of thought but not the solution of problems."

10. "Live-in idea is excellent. It provides the chance to informally discuss problems that principals have. Excellent program. Congratulations to the organizers."

11. "The most satisfying aspect of this course was the discovery that so many people are working in the area of bringing changes in Education into effect. Also that there was a genuine effort at searching for answers to make change possible by the principals attending. There were many things that were mentioned which I will be applying in our school. It was also good to discuss problems with people who have the same problems.

12. "I most appreciated the opportunity to discuss what other principals do in common problem areas. They provided me with many practical ideas that may be adaptable to my own situation."

13. "I gained the satisfaction of learning that my problems, my ways of doing things and my ideals, were also shared by many others."

14. "I have achieved mainly a reinforcement of my own ideas."

15. "I find that I am going back to my school to a confrontation with myself."

16. "I found that the in-basket items in many cases were irrelevant to my situation. The items were out of date, dealing with extremely trivial matters. Matters or complications like smoking, attendance, curriculum changes can be used. One or two of the speakers were dull and uninteresting but I guess that is a lesson in itself. Size of groups were a bit large."

1971

1. "The choice of speakers set a very high tone for this conference. They had different ideas and philosophies and so developed an exploratory trend."

2. "Knowledge as to how problems are handled in other schools have been very beneficial."

3. "I would have liked a bit more time to discuss 'nuts and bolts' of school operation, although I did get quite a bit of this in the 'bull sessions.'"

4. "I would suggest that visits to school buildings be cut from the course. These are artificial situations when no students are in the school."

5. "There was too much time in which we were at loose ends with nothing to do. More of the evenings could have been structured with planned activities."

6. "A shorter course (say one week) would be less successful because it takes a few days for us to feel 'comfortable' with each other and express ourselves clearly and easily in the group sessions (where most growth takes place)."

7. "I think that the group sessions were the best parts of the course."

8. "Some speakers were allowed to go far beyond their time allotment."

9. "Speakers could be encouraged to abbreviate their answers, that more questions and points of view from the group could be generated."

10. "I really liked the in-basket simulation and learned much even though I have been an administrator for ten years."

11. "Having the papers before hand aids in understanding the speaker."

12. "The school tours should include talking to the teachers, and, if possible, the students as well."

13. "It was comforting to learn that the innovative schools still have problems and that we are doing as well as they are comparatively."

14. "This has been the most exciting learning situation I have ever experienced; I think I have learned a great deal from the process, as well as the content, in the course."

15. "The friendly informal attitude of the directors and consultants was the strongest factor in making the Leadership Course."

16. "Ideas acquired help my basic thinking in program and staff development."

Responses in Retrospect

In March, 1970, a questionnaire was sent to the participants of the 1969 summer session of the Leadership Course. The same questionnaire was sent in January, 1971, to the 1970 participants. In answer to one of the questions, respondents were asked to indicate, in retrospect, *what profit* (pay-off, value, etc.), if any, *directly attributable to the Course,* was evident in their *operation or practice* in the current school year. The following comments are representative of those which were returned.

1969 Course Participants

1. "The Course gave me a lot of ideas which I have put into operation in my school."

2. "More conscious of public relations."

3. "I found myself better prepared to deal with staff problems and student dissatisfaction."

4. "I have put into practice many of the suggestions and ideas put forth during the 'in' and 'out' basket assignments."

5. "(a) Better communication between myself and staff via staff news-sheet, (b) better communication between school and parents via school newsletter."

6. "Help to handle student unrest we are now experiencing. Also 'in baskets' helped. I didn't realize the vast number of situations principals must handle."

7. "As a result of attending the course I determined to promote a more democratic atmosphere amongst staff. I organized weekly meetings for Principal, Vice-Principal and Assistant Principal so that we could discuss matters and all be in the picture. Oddly, this endeavor backfired on me. I found this approach led to lobbying in the background which in turn initiated cliques within the staff. Harmony was restored when I discontinued the weekly 'triumvirate'."

8. "A window opened, and I saw the practise of administration in an entirely new light. I have a keen desire to return to university to study educational administration in depth."

1970 Course Participants

1. "Liaison with other school principals, confirmation of some methods used in school operation and policy."

2. "The course made me increasingly aware of the fact that many teachers look almost desperately to the principal for simple 'leadership'."

3. "Improvement in programs available to students."

4. "A broader outlook and point of view as to administration of schools."

5. "I am more confident of open climate as we have introduced it in our school. Its parameters are more clearly defined."

6. "Many things including a change in our school dress regulations."

7. "More self-confidence in decision-making."

8. "Teachers given greater opportunity to participate in policy formation and innovation. More visits made to classrooms. More informal discussions."

9. "Communications improved."

10. "No particular structural change. Perhaps a change in attitude and some change in the effect I have on school 'atmosphere'."

11. "It made me think more deeply about the plans I had made for the school. It also had the effect of heightening my conception of role as a leader, and the potential effect I could have on the school. I became more aware of my role as educational leader than I had been before."

12. "Renewed thinking on school problems. I have done more reading since taking this course."

13. "Involvement of parents in school affairs such as electives, money-making projects and extra-curricular activities."

14. "I find that, regularly, things come up which can be related back to the Leadership Course for solution."

15. "I believe this was most valuable two weeks' education I have received."

AN EARLIER RESEARCH STUDY

By means of the Leader Behavior Description Questionnaire (L.B.D.Q.), Blocksidge (1964) attempted to examine the effects of the 1958 Leadership Course upon the leadership qualities of the Course participants. The L.B.D.Q. was given to two matched groups of principals: a group which had attended the Course, and a group which had not attended. The L.B.D.Q. was administered twice to each group: just before the 1958 Course; and a year later, in May and June of 1959.

Blocksidge did not find that a significant change in "initiating structure" had occurred in the principals who attended the Course. However, the principals who had attended were found to have a higher degree of human-relations behavior following the Course, as was indicated by an increase in their "consideration" scores.

No attempt has been made in the present study to differentiate between "changes" in Course participants according to the categories of "initiating structure" and "consideration." Change, or at least an expression of an awareness of change, or perceived change, is indicated for both dimensions. Certainly, the kinds of changes reported by Course members for themselves, and also attributed by superintendents and board chairmen (summarized in Table XI, page 36) suggest a change in the "consideration" dimension.

CHAPTER IV

SUMMARY AND CONCLUSIONS

This study was initiated, in part, in response to recurring questions raised within the Leadership Course Policy Committee meetings concerning the need to continue the operation of the Course. In addition to recording the major outline of the history and development of the Leadership Course for School Principals, an examination was made of the following: the value of the Leadership Course to the individuals who attended as Course participants in the period 1966-1970; the value of the Course to the school systems sponsoring participants; and, the strengths and weaknesses of the purposes, organization, and activities of the Leadership Course.

Information regarding the three specific problems under investigation was obtained by sending questionnaires to Course participants who attended the Course during the period 1966-1970, to all Alberta school superineendents, and to school board chairmen of Alberta school systems which had sponsored participants during the same period.

HISTORICAL EVENTS

The need for in-service education for school administrators has been widely recognized. Many schoolmen lack pre-service preparation for the important tasks they assume. Others welcome the opportunity to learn about new ideas and practices. Some find that attendance at an in-service activity stimulates new enthusiasm and interest in their work. In-service programs to meet one or more of these needs have been many and varied.

It may be difficult to give adequate credit to all who were instrumental in bringing about the establishment of the Alberta Leadership Course for School Principals. Impetus was given by the Provincial Advisory Committee of the Canadian Education Association under the chairmanship of T.C. Byrne. A subcommittee, commissioned to return with recommendations, included the names of H.T. Sparby, J.C. Jonason, L. Kunelius, and F. Tarlton. The first Policy Committee included H.S. Baker, T.C. Byrne, G.L. Mowat, F. Tarlton, and R. Hennig. The Advisory Committee comprised Dean H.T. Coutts (who served continuously until his retirement from the Faculty of Education in 1972), J.W. Gilles, and E.C. Ansley.

Certainly this event did not take place without the involvement and counsel of the late Dr. A.W. Reeves, head of the newly created Division of Educational Administration at the University of Alberta, and Faculty representative on the Policy Committee during the years 1957 to 1967. Also, of note is the fact that R.E. Rees, as representative of the provincial Department of Education, chaired the Policy Committee for ten consecutive years, from 1960 to 1969.

The first Leadership Course was conducted in the summer of 1956 under the direction of W.H. Worth. It has been an annual event, normally attracting about sixty participants. About nine hundred and seventy persons have attended the Course during the period 1956 to 1971. The Policy Committee comprises members representing the teacher and trustee organizations, the provincial Department of Education, and the university. School boards pay the fees for the individuals they choose to nominate for the Course.

The first Course was conducted on the campus of Concordia College. There it remained until summer renovations at the College necessitated a new site. In 1969 it was held at St. Joseph's Seminary, and since 1970 the Alberta School for the Deaf has provided accommodation for the Course. Each summer Course participants live in the dormitories provided at the site of the Course.

In succession, the Course directors during 1956 to 1972 were: W.H. Worth, J.H.M. Andrews, L.W. Downey, F. Enns, E. Miklos, D.A. MacKay, J.J. Bergen, and L.R. Gue. Each one was, at the time of his directorship, on the staff of the Department of Educational Administration, University of Alberta.

The purposes of the Course, as they were recorded in program outlines, have remained very much the same throughout the years. These have been: to provide information about emerging trends in educational administration; to provide opportunity for the intercommunication of ideas; to provide opportunity for the cooperative solution of problems; and, to provide assistance for the solution of a member's own unique problems. The activities of the Course have included the lecture, group discussions, and work-shops on problems related to the principal's task. Simulation "in-basket" materials were introduced in 1963.

EVALUATION OF THE LEADERSHIP COURSE

Course Purposes

The present Course purposes are being met with relative success. The Leadership Course has been most successful in providing an opportunity for the *intercommunication of ideas* among the participants. The latter have indicated that this is one of the most valuable aspects of the Course. Other purposes that have been achieved successfully are the provision of information about *emerging trends in educational administration* and an opportunity for *cooperative solution of problems*. The Course purpose which has been met with lesser satisfaction is that of providing assistance with the participants' own unique problems. This may be explained by the fact that this latter purpose has not been included in the stated objectives of Course programs since 1965. Moreover, it seems that the present purposes require little modification or change.

Course Activities

All of the activities have been considered to be of value by the Course participants. Moreover, these have been useful in terms of providing information or learning which they were able to use in their own administrative practices. In terms of the value and effects of the major Course activities, the problem-area and in-basket simulation sessions were rated highest. Course activities were perceived to be relevant to the participants' own administrative practices. A high degree of integration of the various activities has been achieved also. The "live-in" arrangement appears to be most desirable in that it provides members the opportunity for informal discussion of their own interests and problems as well as those issues raised during the course of the day's events.

Participants hold the expectation that the lecturer attempt to clarify the relationship between his theoretical presentation to application and practice. Some have expressed the wish that some consideration be given to more specific aspects of administration, such as the supervision of certain subject areas. Also, participants have indicated a desire to have the opportunity to interact with students, teachers, parents, and school board personnel as part of the Course program. Though most evenings generally have not been

programmed in order to allow for informal activities, some Course members apparently desire that this part of the day be structured also. A suggestion worthy of consideration is that principals be involved more directly in the planning of the program. Recent Course participants could serve in a consultative capacity.

Course Participants

The Leadership Course appears to have had definite value for those persons who have attended. Some promotions or other advancements have been attributed to Course attendance. Specific changes in administrative practices attributed to knowledge assimilated at the Course include the following: increased staff and student involvement in school decision-making; improved communication patterns within the school; better relationships between the administrator and the staff and students; improved school public relations; and, improved evaluation, resource allocation, timetabling, pupil reporting, and teacher placement procedures. In terms of attitudinal change, Course participants reported the following: better confidence in self; more sensitivity towards others; greater consideration of alternatives; and, an improved attitude towards the administrative role.

Course participants who were younger and less experienced appeared to rate the value and effects of the Course higher than did the older and/or more experienced participants. Perhaps the older and more experienced administrators are not as susceptible to change as are younger less experienced administrators. Or, perhaps the younger less experienced participants are groping for suitable techniques and procedures for handling their administrative problems, whereas older and more experienced persons may have learned, through practice, suitable ways and means of handling their problems.

In general, the participants' evaluation of the value and effect of the Leadership Course tended to be slightly lower than that obtained from the evaluations carried out each year at the conclusion of the Course. This may be due partially to the fact that the participants may have forgotton about certain aspects of the Course with the passage of time. Or, it may be that some of the aura, which the participants experienced at the time of the Course, was absent when they were faced with the realities of administrative practice. It may be of interest to note that the 1967 participants rated the value of the Course higher than did those of other sessions during the 1966-1970 period.

School Systems

Apparently substantial dissemination of learning and information obtained at the Course took place. The most common was in the form of personal conversations with other administrators, with the superintendent, and with members of the school board. A videotape illustrating the 1970 Course proved helpful in this regard.

Although superintendents and school board chairmen assessed the benefit of the Leadership Course for their systems as being considerable, in their opinion, the main value accrues to the individuals who attend the Course. The benefit to school systems is found in improved attitudes and practices of administrators whose professional growth is stimulated by attending the Leadership Course.

COURSE CLIENTELE

Upon the conclusion of the fourteenth annual session in 1969, about 855 individuals had attended the Leadership Course during that span of years. The fifteenth and sixteenth sessions, in 1970 and 1971 respectively, attracted an additional 125 individuals. Of the latter, only nine had attended a previous session of the Course. Of these 125, more than one hundred had received little or no formal instruction in educational administration. About forty had three years or less of administrative experience, and about one-third were vice-principals. It would seem, that the turnover in administrative offices in the many schools of the province is such, that a continuing number of some magnitude will not have attended the Leadership Course. As long as large numbers of individuals, who are appointed to administrative positions, have not had formal pre-service instruction, and until a better alternative in-service training program is provided, the Leadership Course continues to serve a vital purpose.

GENERAL CONCLUSION

There is ample indication that the Alberta Leadership Course for School Principals has been successful in

achieving the purposes which were assigned to it, and that it has been of considerable value to the persons who have attended. Its effect upon the administrative practices in Alberta schools appears to have been substantial. Through its contribution to principals in their continuing development as leaders in their schools, the Course may have had some positive impact upon the educational program provided for the children of this province.

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_____. "Some Highlights of the Leadership Course for School Principals." Paper read at the Fiftieth Annual Convention of the Alberta School Trustees' Association, November, 1956b, Edmonton, Alberta.

APPENDIX A

PUBLICATIONS, CONSULTANTS, AND LECTURERS 1956 - 1971

1956

W.H. Worth, editor. *Leadership Course for School Principals.* (Lectures on various topics regarding the tasks of the principal.)

Consultants: M.J.V. Downey; M.O. Edwards; S.W. Hooper; O. Massing; N.M. Purvis; R.E. Rees.

Lecturers: J. Amend; H.S. Baker; J.W. Chalmers; S.C.T. Clarke; H.T. Coutts; J.G. Egnatoff; G.E. Flower; M.F. Freehill; L.V. Grafious; H.C. Melsness; W. Pilkington; J. Shaw.

1957

W.H. Worth, editor. *Leadership Course for School Principals.* (Lectures on various topics regarding the tasks of the principal. The lectures for 1957 did not become available as a bound collection.)

Consultants: C.P. Collins; M.J.V. Downey; O. Massing; H.A. Pike; N.M. Purvis; A.W. Reeves.

Lecturers: J. Amend; T.C. Byrne; S.C.T. Clarke; H.T. Coutts; J.A. Doyle; W.H. Drummond; G.M. Dunlop; D.M. Lampard; R.S. MacArthur; W. Pilkington; K.F. Prueter; C.C. Watson.

1958

John H.M. Andrews, editor. *Addresses and Group Reports of the 1958 Leadership Course for School Principals.* (Lectures on various topics relating to the tasks of the principal.)

Consultants: J.H. Blocksidge; L.A. Daniels; B. Facey; C.B. Johnson; O.P. Larson; H.J. Uhlman.

Lecturers: John Amend; D.B. Black; R.C. Ohlsen; Wilfred Pilkington; Harry Pullen; R.E. Rees; A.W. Reeves; J.E. Simpson; Robert Warren.

1959

John H.M. Andrews, editor. *Addresses and Group Reports of the 1959 Leadership Course for School Principals.* (Lectures on topics related to the role of the principal.)

Consultants: A.G. Bayly; J.E. Cheal; F. Hannochko; C.B. Johnson; C.G. Merkley; R.B. Walls.

Lecturers: J. Amend; J.H.M. Anddews; H.S. Baker; R.F. Campbell; W.B. Dockrell; M.D. Jenkinson; P.M. Owen; W. Pilkington; A.W. Reeves; H. Toews.

1960

John H.M. Andrews, editor. *Addresses and Group Discussion Outlines of the 1960 Leadership Course for School Principals.* (Lectures with an emphasis on professionalism and leadership in the principalship.)

Consultants; N.J. Andruski; P.F. Bargen; J.R.S. Hambly; J.S. Hrabi; E.J. Ingram; H.C. Melsness; J.F. Swan.

Lecturers: H.S. Baker; P.F. Bargen; T.C. Byrne; C.M. Christensen; S.C.T. Clarke; F. Enns; C.B. Johnson; H.C. Melsness; D.V. Morris; G.L. Mowat; W. Pilkington; L.M. Ready; A.W. Reeves.

1961

L.W. Downey, editor. *The Skills of an Effective Principal.*

Consultants: B. Greenfield; E. Hodgson; E.J. Ingram; J. Jonason; W. Korek; E. Miklos; H. Pullen.

Lecturers: J.H.M. Andrews; L.W. Downey; F. Enns; T.B. Greenfield; B.T. Keeler; H. Pullen; N.M. Purvis; A.W. Reeves; H.T. Sparby; W.H. Worth.

1962

L.W. Downey, editor. *Organization - A Means to Improved Instruction.*

Consultants: T.B. Greenfield; E.J. Ingram; O. Massing; E.G. McDonald; H.A. Wallin.

Lecturers: T.C. Byrne; L.L. Cunningham; L.W. Downey; F. Enns; Ruth Godwin; E.J. Ingram; M. Skuba; H.A. Wallin; W.H. Worth.

1963

F. Enns, editor. *The Tasks of the Principal.*

Consultants: J. Earle: A. Kratzman; D.A. MacKay; A.J. Proudfoot; J.F. Swan.

Lecturers: P.F. Bargen, J.E. Cheal; S.G. Deane; E.J. Ingram; W.D. Knill; D.A. MacKay; H.A. MacNeill; E. Miklos.

1964

F. Enns, editor. *The Principal and Program Development.*

Consultants: I. Goresky; N.P. Hrynyk; A Kratzman; D.V. Morris; J.W. Peach.

Lecturers: D.R. Cameron; D.A. MacKay; O. Massing; H.C. Melsness; E. Miklos; W.D. Neal; R. Wardhaugh; W.H. Worth.

1965

E. Miklos, editor. *Program and Personnel.*

Consultants: J.H. House; N.P. Hrynyk; A. Kratzman; L.W. Kunelius; D. Lupini.

Lecturers: F.X. Bischoff; W.B. Dockrell; D.A. Erickson; J.O. Fritz; N.P. Hrynyk; W.D. Knill; E. Miklos; N. Robinson.

1966

E. Miklos, editor. *The Principal and Educational Change.*

Consultants: D. Girard; E.J. Ingram; S.G. Maertz; W.D. McGrath; M. Skuba.

Lecturers: S.A. Earl; F. Enns; D.C. Fair; E.J. Ingram; D.A. MacKay; R.R. Rath; E.W. Ratsoy; J.E. Seger.

1967

E. Miklos, editor. *Developing a Concept of the Principalship.*

Consultants: K.W. Bride; E.M. Erickson; E.A. Mansfield; M.P. Scharf; W.G. Schmidt.

Lecturers: J.J. Bergen; F. Enns; D. Friesen; D.A. MacKay; E. Miklos; W.D. Neal.

19[illegible]

D.A. MacKay, editor. *The Principal as Administrator.*

Consultants: K. Francoeur; H.D. Hemphill; N.P. Hrynyk; C. Pyrch; W. Schmidt.

Lecturers: C.S. Bumbarger; F. Enns; K. Francoeur; D. Friesen; L.R. Gue; E.A. Holdaway; D.A. MacKay; E. Miklos; E.W. Ratsoy.

1969

J.J. Bergen, editor. *Administration for Student Development.*

Consultants: D. Ewasiuk; Naomi Hersom; N.P. Hrynyk; S.G. Maertz; R.P. Plaxton; M.F. Thornton.

Lecturers: J.J. Bergen; D.C. Fair; D. Friesen; L.R. Gue; E.D. Hodgson; G. Kupfer; D.A. MacKay; G.L. Mowat; E.W. Ratsoy; D.D. Taylor.

1970

J.J. Bergen, editor. *The Principal's Role in the 70's.*

Consultants: J.A. Bacon; K.W. Bride; D.A. Girard; G.W. Wallis; F.M. Riddle.

Lecturers: F.X. Bischoff; E.H. Bliss; C.S. Bumbarger; H.T. Coutts; N.L. Hersom; M. Horowitz; W.D. Knill; T.O. Maguire; F.C. Thiemann; K.A. Wilson.

1971

J.J. Bergen, editor. *School Program and Accountability.*

Consultants: L.E. Harding; B.K. Johnson; John J. Nearing; H.A. Pike; M.T. Sillito; Lowell Williams.

Lecturers: W.R. Duke; D. Friesen; J.O. Fritz; H.I. Hastings; W.H. Johns; B.K. Johnson; D.A. MacKay; R.G. McIntosh; C. Safran; Lowell Williams.

APPENDIX B

PROGRAM ILLUSTRATIONS, 957 & 1970

1957

The 1957 Course opened on July 10th, and comprised three days of the first week, and five days for each of the second and third weeks. The format for the first two weeks was similar to that outlined in the illustration. Lectures were presented also by the following: K.F. Prueter (The Role of the Principal in Classroom Supervision); H.T. Coutts (Orientation: The Principal Helps the New Teacher): J. Amend (The Principal and His Staff); C.C. Watson (Inservice Education and the Principal): D.M. Lampard (Improved Reading Through the Grades); J.A. Doyle (The Principal and the Building); R.S. MacArthur (Pupil Appraisal and the Principal).

1970

The 1970 Course opened on July 6th, and comprised five days of each of two weeks. The format of the first week was similar to that outlined in the illustration. The first week also included special evening features, a "Delphi" workshop on the future of the principalship, and a student-teacher-parent-school board panel. Lectures were presented also by the following: W.D. Knill (A Daring Vision - Schools in 1980); M. Horowitz (Elementary Education in the 1970's); E.H. Bliss (Secondary Education in the 1970's); C.S. Bumbarger and F.C. Thiemann (Acquisition and Allocation of Resources).

THIRD WEEK

	Monday, July 22	Tuesday, July 23	Wednesday, July 24	Thursday, July 25	Friday, July 26
8:30 - 9:30	Improving School Morale and Student Effort - S. C. T. Clarke -	A New Look at the School - W. H. Drummond -	Some Aspects of Supervision of the Learning Process - G. M. Dunlop -	The School Communicates - W. Pilkington -	General Session Group Sessions What Will it Mean Back Home?
9:30 - 10:10	- - - - - - - - - - Discussion on Questions Raised in Addresses - - - - - - - -				
Coffee					
10:30 - 12:00	- - - - - - - - - - - Group and Sub-Group Sessions - - - - - - - - - -				How Well Have We Been Doing? - W. H. Worth -
Lunch					Closing Luncheon
1:00 - 2:00	- - - - - - Individual Study and Consultation Periods - - - - - -			Group Reports to Course Membership	
2:00 - 3:30	- - - - - - Group and Sub-Group Sessions - - - - - - -				
Evening				6:00 Course Dinner	

(Coffee at 3:30) (Dinner at 6:00)

ILLUSTRATION OF 1957 PROGRAM

PROGRAM

Monday, July 13	Tuesday, July 14
8:45 THE PRINCIPALSHIP: CHALLENGE AND PROSPECT VIA EVALUATION K. Wilson	8:45 THE PRINCIPAL AND CURRICULUM EVALUATION N. L. Hersom
9:45 COFFEE	9:45 COFFEE
10:10 GROUP SESSIONS	10:10 GROUP SESSIONS
11:00 GENERAL SESSION	11:00 GENERAL SESSION
12:00 LUNCH	12:00 LUNCH
1:30 GENERAL SESSION INTRODUCTION TO SIMULATION MATERIALS	1:30 GROUP SESSIONS IN-BASKET "C"
2:45 COFFEE	2:45 COFFEE
3:15 GROUP SESSIONS IN-BASKET "A"	3:15 GROUP SESSIONS IN-BASKET "D"
5:30 DINNER	5:30 DINNER

PROGRAM

Wednesday, July 15	Thursday, July 16
8:45 EVALUATION OF STUDENT PROGRESS T. O. Maguire	8:45 THE TEACHER FOR THE 1970's H. T. Coutts
9:45 COFFEE	9:45 COFFEE
10:10 GROUP SESSIONS	10:10 GROUP SESSIONS
11:00 GENERAL SESSION	11:00 GENERAL SESSION
12:00 LUNCH	12:00 LUNCH
1:30 VISITS TO SCHOOLS OR RELATED ACTIVITIES	1:30 GENERAL SESSION
2:45 COFFEE	2:45 COFFEE
3:15 VISITS TO SCHOOLS OR RELATED ACTIVITIES	3:15 GROUP SESSIONS SELECTED PROBLEMS
5:30 DINNER	6:30 COURSE DINNER

PROGRAM

Friday, July 17
8:45 THE PRINCIPAL IN THE 1970's F. X. Bischoff
9:45 COFFEE
10:10 GROUP SESSIONS
11:00 GENERAL SESSION
12:00 LUNCH
1:00 COURSE EVALUATION AND CONCLUDING ACTIVITIES
2:00 COFFEE

ILLUSTRATION OF 1957 PROGRAM

APPENDIX C

RESPONSES OF COURSE PARTICIPANTS

CATEGORIZED ACCORDING TO

SELECTED BACKGROUND VARIABLES

(TABLES XX - XXVIII)

TABLE XX

GENERAL VALUE OF LEADERSHIP COURSE, AS PERCEIVED BY COURSE PARTICIPANTS, ACCORDING TO SELECTED BACKGROUND VARIABLES
(N=177)

Variable	Variable Categories	Perceived Value of Course									χ^2 Value	Prob.
		Great		Substantial		Some		Little or None		Total Number		
		f	%	f	%	f	%	f	%			
Age Category	20-29	6	(18)	21	(64)	6	(18)	0	(0)	33	15.31	.083
	30-39	11	(15)	49	(66)	11	(15)	3	(4)	74		
	40-49	10	(19)	23	(44)	19	(37)	0	(0)	52		
	50 and over	4	(22)	8	(45)	6	(33)	0	(0)	18		
Position Prior to Course	Principal	19	(19)	57	(56)	23	(23)	2	(2)	101	1.95	.992
	Vice-Principal	11	(17)	38	(59)	15	(23)	1	(1)	65		
	Other	1	(9)	6	(55)	4	(36)	0	(0)	11		
Experience in Administration	5 or more yrs.	9	(12)	40	(52)	26	(34)	2	(2)	77	10.61	.101
	less than 5 yrs	19	(22)	55	(63)	13	(14)	1	(1)	88		
	none	3	(25)	6	(50)	3	(25)	0	(0)	12		
Year of Course Attended	1970	5	(11)	27	(59)	13	(28)	1	(2)	46	26.85	.043*
	1969	11	(2)	23	(54)	9	(20)	0	(0)	43		
	1968	5	(13)	23	(59)	10	(26)	1	(2)	39		
	1967	9	(35)	15	(58)	2	(7)	0	(0)	26		
	1966	1	(4)	13	(57)	8	(35)	1	(4)	23		

*Indicates significance at the .05 level.

TABLE XXI

VALUE OF IN-BASKET SESSIONS, AS PERCEIVED BY COURSE PARTICIPANTS, ACCORDING TO SELECTED BACKGROUND VARIABLES
(N=177)

Variable	Variable Categories	Perceived Value					χ^2 Value	Prob.
		Very Much	Substantial	Some	Little or None	Total No.		
		f %	f %	f %	f %			
Age Category	20-29	10 (30)	11 (31)	8 (24)	4 (13)	33	15.39	.221
	30-39	21 (28)	28 (38)	12 (16)	13 (18)	74		
	40-49	9 (17)	16 (31)	16 (31)	11 (21)	52		
	50 and over	5 (28)	4 (22)	3 (17)	6 (33)	18		
Position Prior to Course	Principal	27 (27)	32 (32)	19 (19)	23 (22)	101	11.29	.505
	Vice-Principal	14 (22)	26 (40)	16 (25)	9 (13)	65		
	Other	4 (36)	1 (9)	4 (36)	2 (19)	11		
Experience in Administration	5 or more yrs.	16 (21)	24 (31)	20 (26)	17 (22)	77	10.89	.208
	less than 5 yrs	25 (28)	34 (39)	14 (16)	15 (17)	88		
	none	4 (33)	1 (8)	5 (42)	2 (17)	12		
Year of Course Attended	1970	10 (22)	9 (20)	12 (26)	15 (32)	46	27.57	.036*
	1969	11 (26)	18 (42)	7 (16)	7 (16)	43		
	1968	6 (15)	14 (36)	9 (23)	10 (26)	39		
	1967	13 (50)	8 (31)	5 (19)	0 (0)	26		
	1966	5 (22)	10 (44)	6 (26)	2 (8)	23		

*Significant at the .05 level.

TABLE XXII

EXTENT OF LEARNINGS GAINED BY COURSE PARTICIPANTS FROM IN-BASKET SESSIONS ACCORDING TO SELECTED BACKGROUND VARIABLES
(N=177)

Variable	Variable Categories	Extent of Learnings					χ^2 Value	Prob.
		Did Obtain Learnings		Did Not Obtain Learnings		Total Number		
		f	%	f	%			
Age Category	20-29	22	(67)	11	(33)	33	5.15	.161
	30-39	43	(58)	31	(42)	74		
	40-49	21	(40)	31	(60)	52		
	50 and over	12	(63)	6	(37)	18		
Position Prior to Course	Principal	55	(54)	46	(46)	101	0.25	.967
	Vice-Principal	35	(55)	30	(45)	65		
	Other	6	(56)	5	(44)	11		
Experience in Administration	5 or more yrs.	35	(45)	42	(55)	77	4.90	.086
	less than 5 yrs	55	(63)	33	(37)	88		
	none	6	(50)	6	(50)	12		
Year of Course Attended	1970	23	(50)	23	(50)	46	10.22	.039*
	1969	18	(41)	25	(59)	43		
	1968	19	(48)	20	(52)	39		
	1967	20	(78)	6	(22)	26		
	1966	16	(70)	7	(30)	23		

*Significant at the .05 level.

TABLE XXIII

VALUE OF PROBLEM AREA SESSIONS, AS PERCEIVED BY COURSE PARTICIPANTS, ACCORDING TO SELECTED BACKGROUND VARIABLES
(N=177)

Variable	Variable Categories	Perceived Value					χ^2 Value	Prob.
		Very Much	Substantial	Some	Little or None	Total Number		
		f %	f %	f %	f %			
Age Category	20-29	10 (30)	16 (49)	4 (12)	3 (9)	33	9.49	.393
	30-39	16 (22)	33 (45)	22 (30)	3 (4)	74		
	40-49	10 (19)	24 (46)	17 (33)	1 (2)	52		
	50 and over	3 (17)	6 (33)	8 (44)	1 (6)	18		
Position Prior to Course	Principal	22 (22)	48 (48)	26 (25)	5 (5)	101	4.52	.874
	Vice-Principal	14 (22)	26 (40)	23 (35)	2 (3)	65		
	Other	3 (27)	5 (45)	2 (19)	1 (9)	11		
Experience in Administration	5 or more yrs.	11 (14)	35 (46)	28 (36)	3 (4)	77	7.43	.283
	less than 5 yrs	24 (27)	40 (46)	20 (23)	4 (4)	88		
	none	4 (33)	4 (33)	3 (25)	1 (9)	12		
Year of Course Attended	1970	6 (13)	17 (37)	18 (39)	5 (11)	46	17.82	.121
	1969	13 (30)	21 (49)	9 (21)	0 (0)	43		
	1968	9 (23)	15 (39)	13 (33)	2 (5)	39		
	1967	8 (31)	13 (50)	5 (19)	0 (0)	26		
	1966	3 (13)	13 (57)	6 (26)	1 (4)	23		

TABLE XXIV

EXTENT OF LEARNINGS GAINED BY COURSE PARTICIPANTS FROM PROBLEM AREA SESSIONS ACCORDING TO SELECTED BACKGROUND VARIABLES
(N=177)

Variable	Variable Categories	Extent of Learnings					χ^2 Value	Prob.
		Did Obtain Learnings		Did Not Obtain Learnings		Total Number		
		f	%	f	%			
Age Category	20-29	22	(67)	11	(33)	33	6.08	.108
	30-39	48	(65)	26	(35)	74		
	40-49	28	(55)	24	(45)	52		
	50 and over	6	(37)	12	(63)	18		
Position Prior to Course	Principal	61	(61)	40	(39)	101	1.22	.749
	Vice-Principal	38	(60)	27	(40)	65		
	Other	5	(45)	6	(55)	11		
Experience in Administration	5 or more yrs.	40	(52)	37	(48)	77	4.34	.114
	less than 5 yrs	59	(67)	29	(33)	88		
	none	6	(50)	6	(50)	12		
Year of Course Attended	1970	18	(39)	28	(61)	46	13.41	.009*
	1969	28	(65)	15	(35)	43		
	1968	26	(66)	13	(34)	39		
	1967	20	(78)	6	(22)	26		
	1966	13	(56)	10	(44)	23		

*Significant at the .05 level.

TABLE XXV

COURSE PARTICIPANTS' PERCEPTIONS OF HOW WELL PURPOSE B (INTERCOMMUNICATION OF IDEAS) WAS ACHIEVED, ACCORDING TO SELECTED BACKGROUND VARIABLES (N=177)

Variable	Variable Categories	Achievement of Purpose B					χ^2 Value	Prob.
		Very Success.	Quite Success.	Somewhat Success.	Somewhat Unsuccess.	Total No.		
		f %	f %	f %	f %			
Age Category	20-29	22 (67)	9 (27)	2 (6)	0 (0)	33	18.46	.030*
	30-39	28 (38)	34 (46)	11 (15)	1 (2)	74		
	40-49	17 (33)	30 (58)	5 (9)	0 (0)	52		
	50 and over	3 (17)	11 (61)	4 (22)	0 (0)	18		
Position Prior to Course	Principal	42 (42)	48 (48)	11 (10)	0 (0)	101	3.79	.925
	Vice-Principal	23 (35)	31 (48)	10 (15)	1 (2)	65		
	Other	5 (45)	5 (45)	1 (10)	0 (0)	11		
Experience in Administration	5 or more yrs.	28 (36)	38 (49)	11 (15)	0 (0)	77	2.19	.901
	less than 5 yrs	36 (41)	41 (47)	10 (11)	1 (1)	88		
	none	6 (50)	5 (42)	1 (8)	0 (0)	12		
Year of Course Attended	1970	19 (41)	22 (48)	5 (11)	0 (0)	46	10.18	.600
	1969	15 (35)	21 (49)	7 (16)	0 (0)	43		
	1968	11 (28)	21 (54)	6 (15)	1 (2)	39		
	1967	14 (54)	9 (35)	3 (11)	0 (0)	26		
	1966	11 (48)	11 (48)	1 (4)	0 (0)	23		

*Significant at the .05 level.

TABLE XXVI

COURSE PARTICIPANTS' PERCEPTIONS OF HOW WELL PURPOSE C (COOPERATIVE SOLUTION OF PROBLEMS) WAS ACHIEVED, ACCORDING TO SELECTED BACKGROUND VARIABLES (N=177)

Variable	Variable Categories	Achievement of Purpose C					χ^2 Value	Prob.
		Very Success.	Quite Success.	Somewhat Success.	Somewhat Unsuccess.	Total		
		f %	f %	f %	f %			
Age Category	20-29	6 (18)	15 (46)	9 (27)	3 (9)	33	5.70	.931
	30-39	13 (17)	32 (43)	22 (30)	7 (10)	74		
	40-49	11 (21)	21 (40)	15 (29)	5 (9)	52		
	50 and over	6 (33)	5 (28)	4 (22)	3 (17)	18		
Position Prior to Course	Principal	16 (16)	44 (44)	30 (29)	11 (11)	101	26.52	.009*
	Vice-Principal	17 (26)	25 (39)	18 (28)	5 (7)	65		
	Other	3 (28)	4 (36)	2 (19)	2 (19)	11		
Experience in Administration	5 or more yrs.	19 (25)	24 (31)	22 (29)	12 (15)	77	10.28	.246
	less than 5 yrs	14 (16)	44 (50)	24 (27)	6 (7)	88		
	none	3 (25)	5 (42)	4 (33)	0 (0)	12		
Year of Course Attended	1970	7 (15)	19 (41)	14 (31)	6 (13)	46	22.43	.130
	1969	9 (21)	15 (35)	17 (40)	2 (4)	43		
	1968	5 (13)	17 (43)	9 (23)	8 (21)	39		
	1967	10 (39)	13 (50)	3 (11)	0 (0)	26		
	1966	5 (22)	9 (39)	7 (30)	2 (9)	23		

*Significant at the .05 level.

TABLE XXVII

COURSE PARTICIPANTS' PERCEPTIONS OF HOW WELL PURPOSE D (ADVICE REGARDING LOCAL PROBLEMS) WAS ACHIEVED, ACCORDING TO SELECTED BACKGROUND VARIABLES (N=177)

Variable	Variable Categories	Achievement of Purpose D								χ^2 Value	Prob.
		Very Success.		Quite Success.		Somewhat Success.		Somewhat Unsuccess.		Total	
		f	%	f	%	f	%	f	%		
Age Category	20-29	1	(3)	7	(21)	16	(49)	9	(27)	33	26.46 .009*
	30-39	1	(1)	11	(15)	36	(49)	26	(35)	74	
	40-49	1	(2)	8	(15)	30	(58)	13	(25)	52	
	50 and over	4	(22)	0	(0)	11	(61)	3	(17)	18	
Position Prior to Course	Principal	3	(3)	18	(18)	50	(49)	30	(30)	101	22.83 .029*
	Vice-Principal	3	(5)	6	(9)	41	(63)	15	(23)	65	
	Other	1	(10)	2	(19)	1	(19)	6	(52)	11	
Experience in Administration	5 or more yrs.	5	(7)	7	(9)	41	(53)	24	(31)	77	6.19 .626
	less than 5 yrs	2	(2)	17	(20)	45	(51)	24	(27)	88	
	none	0	(0)	2	(17)	7	(58)	3	(25)	12	
Year of Course Attended	1970	1	(2)	6	(13)	26	(57)	13	(28)	46	24.96 .071
	1969	1	(2)	10	(24)	23	(54)	9	(21)	43	
	1968	1	(3)	4	(10)	15	(39)	19	(48)	39	
	1967	3	(12)	5	(19)	14	(54)	4	(15)	26	
	1966	1	(4)	1	(4)	15	(65)	6	(27)	23	

*Significant at the .05 level.

TABLE XXVIII

AMOUNT OF CHANGE PRODUCED IN COURSE PARTICIPANTS' ADMINISTRATIVE PRACTICES ATTRIBUTED TO COURSE ATTENDANCE, ACCORDING TO SELECTED BACKGROUND VARIABLES
(N = 177)

Variable	Variable Categories	Change Produced								χ^2 Value	Prob.
		Considerable		Some		Little or None		Total Number			
		f	%	f	%	f	%				
Age Category	20-29	4	(12)	20	(61)	9	(27)	33		5.38	.496
	30-39	3	(4)	57	(77)	14	(19)	74			
	40-49	6	(12)	38	(73)	8	(16)	52			
	50 and over	2	(11)	13	(72)	3	(17)	18			
Position Prior to Course	Principal	5	(5)	76	(75)	20	(20)	101		8.82	.184
	Vice-Principal	6	(9)	47	(72)	12	(19)	65			
	Other	4	(37)	5	(45)	2	(18)	11			
Experience in Administration	5 or more yrs.	3	(4)	55	(71)	19	(25)	77		16.27	.003*
	less than 5 yrs	11	(13)	68	(77)	9	(10)	88			
	none	1	(8)	5	(42)	6	(50)	12			
Year of Course Attended	1970	3	(7)	30	(65)	13	(28)	46		17.32	.027*
	1969	2	(5)	32	(74)	9	(21)	43			
	1968	2	(5)	31	(80)	6	(15)	39			
	1967	7	(27)	16	(62)	3	(11)	26			
	1966	.1	(4)	19	(83)	3	(13)	23			

*Significant at the .05 level.